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ABSTRACT

This guide attempts to help local planners develop and implement curricula which will provide each student in Connecticut with equal opportunity for a suitable program in foreign language instruction. With a focus on K-12 programs, the guide provides an overview of current philosophies, objectives, methods, and materials in the foreign language field. Factors in the curriculum development process are considered in six sections as follows: (1) the context, human resources, organizational and time factors, and the composition of a FL guide; (2) how to develop a local curriculum guide, including samples of statements of philosophy, goals and objectives, and articulation between different educational levels; (3) an overview and summary of methods, approaches, and resources; (4) designing an evaluation plan, with a detailed table illustrating how one school district designed strategies and techniques to meet specifically stated objectives, subgoals, and the overall program goal; (5) a discussion of the needs of five categories of special students--adults, disadvantaged, gifted and talented, limited English-proficient, and preschool; and (6) a concluding statement on the challenge of change in foreign language education. Appendixes include statewide goals, legislation, a sample culture questionnaire, resources for foreign language education, and regional service centers. (AMH)

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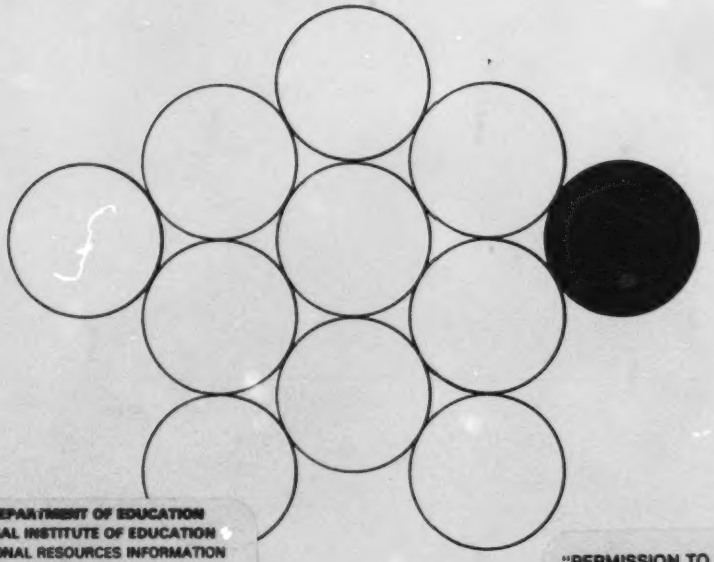
A GUIDE TO CURRICULUM DEVELOPMENT IN FOREIGN LANGUAGES



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Foreword

Connecticut has a strong commitment to equity and excellence in public education. The *Comprehensive Plan for Elementary and Secondary* Education, *1980-1985*, embodies that commitment. Now this guide to curriculum development, part of a series, is one of the ways in which the State Board of Education is carrying out that commitment.

This concern for equal educational opportunity, dominant in the 1970s and continuing into the 1980s, has been expressed in a number of notable actions:

The State Supreme Court's historic school finance reform decision (*Horton v. Meskill*, 1978) led to Connecticut's educational equity legislation.

Statutes growing out of this concern for educational equity are Sections 10-262c, 10-262e and 10-16b of the Connecticut General Statutes. Sections 10-262c and 10-262e alter public school funding practices, more than doubling state support over a five-year period and setting a required minimum expenditure per pupil in each school district. Section 10-16b specifies educational programs which must be offered in all districts, with the requirement that they be "planned, ongoing and systematic."

In Connecticut's *Comprehensive Plan for Elementary and Secondary Education, 1980-1985*, submitted to the General Assembly in 1980, the State Board of Education pledged to offer local school districts a greater level of technical assistance and more positive leadership in planning, implementing and evaluating school programs.

The guides have been developed to provide tangible assistance and support to local school districts in complying with the legislative mandate. The titles of the guides correspond to the subjects which Section 10-16b requires all school districts to offer their students: the arts; career education; consumer education; health and safety; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science; social studies, including, but not limited to, citizenship, economics, geography, government and history; and, at least on the secondary level, one or more foreign languages, and voca-

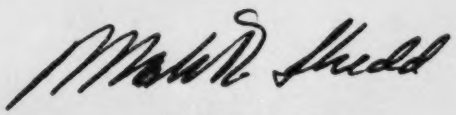
tional education. The goals and objectives set forth in each of the guides relate to the statewide goals endorsed in the *Comprehensive Plan,* namely, motivation to learn, mastery of the basic skills, acquisition of knowledge, competence in life skills and understanding of society's values.

Connecticut has long been the national leader in the percentage of public secondary school students enrolled in foreign languages. However, the current emphases on developing foreign language skill for useful purposes and giving value to the contribution which language study can make to cultural awareness and understanding are but two reasons for examining foreign language curricula. As the reasons for studying a foreign language change, the curriculum must be adjusted. This guide has been prepared to help foreign language curriculum developers in Connecticut to examine their programs, from *philosophy statement* through *evaluation,* with a view towards improving them.

The State Board of Education curriculum guides are not mandated courses of study for any student or any grade level. Each is intended solely to assist local district educators in the development of curricula. Each guide reflects the thinking and experience of an array of experts in its subject area who become, through this document, an important resource to local district educators.

The Connecticut State Board of Education frequently has expressed its conviction that the diversity of the state's public school system is one of its great strengths. Students, schools and communities do not have identical educational needs; imposing a standardized curriculum would impair, not improve, learning opportunities for students.

It is important for local district educators to keep the position of the Board in mind as they use this guide. There is much of value here which can be used to strengthen instructional practices and promote excellence in the curriculum development process. But these ideas can only enhance, not replace, the creativity, talent and commitment of the people in our local school districts who use this guide.



Mark R. Shedd
Commissioner of Education

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Morton Briggs, Wesleyan University
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Kenneth A. Lester
Consultant in Foreign Languages

Setting a Framework 1

The specific purpose of *A Guide to Curriculum Development in Foreign Languages* is to help local planners develop and implement curricula which will provide each student an equal oppportunity for a suitable program of educational experiences in foreign languages. As a means of achieving its purpose, this guide will provide an overview of current philosophies, objectives, methods and materials in the foreign language field; illustrate how these may be implemented to provide a sequentially developed foreign language program designed to meet specific needs of the student population in a given school district; and give some guidance in evaluating student performance and program effectiveness.

The focus of the guide is on K–12 programs, although reference will be made to early childhood and adult learning in the chapter concerning special populations. General information and sources of detailed descriptions will be given. It must remain the responsibility of individual program planners, however, to develop curricula designed to accommodate specific entry points and planned sequences for a given student population.

Each local foreign language program does take place in both a national and state setting, of course. There are foreign language programs already in existence in every senior high school and in a large percentage of the junior high and middle schools in Connecticut. The languages taught, in order of popularity, according to a 1978–79 survey, are as follows: Spanish, French, Italian, Latin, German, Portuguese, Russian, Polish and Hebrew. Although the sequence of study in a few of these languages begins at the 7th grade in many districts, the number of school systems with entry points at the elementary level has diminished, with decreasing budgets, to only a half dozen. This is a trend which is contrary to equity and in opposition to the public interest.

To offer most students the best chance to learn a language, kindergarten would be the appropriate beginning point for foreign language study. To provide United States citizens with the cultural and linguistic sensitivities necessary for world citizenship, foreign language study should begin at the early elementary level. To provide individuals with the requisite degree of foreign language skill

to participate in the international business market, many hours of instructional contact are needed. All of these facts support the need for a study sequence which begins early in a child's schooling.[1]

A Guide to Curriculum Development in Foreign Languages is complete only when used in conjunction with the companion volume, *A Guide to Curriculum Development: Purposes, Practices and Procedures.* In the more general guide, the curriculum developer will find detailed treatment of the process of curriculum development, irrespective of subject field. The subject matter guides show how the process applies to a particular field of learning.

The foreign language guide treats foreign language philosophies; suggested goals and objectives; procedures, approaches and materials; foreign language student and program evaluation; and concerns of foreign language instruction as it relates to certain special populations. There are discussions of major changes in foreign language education in the past decade and notations of problems, controversies, and trends in the field. There are additional references for each chapter on pages 66–68. The references relate to areas treated in the chapter and will facilitate detailed research on specific areas of interest to users of the guide.

This guide will assist foreign language curriculum developers, including teachers, to set a framework for the total foreign language program. Since the individual language sequences must operate under an overall direction, it is important for all foreign language teachers to participate in setting the program philosophy, goals and objectives. However, much work will remain to be done by the faculty in each specific language. Instructional objectives for Latin, Spanish, German, etc., must be developed. Instructional materials suited to the accomplishment of these objectives must be chosen. Both of these, objectives and materials, must be consistent with the general program of the foreign language department. Thus, the locally developed curriculum guide serves as a coordinating and articulating force.

Some uses of this guide will require that the reader review the whole document. This may be particularly true for the administrator who is charged with leading or assisting a committee which is developing the K–12 foreign language curriculum in a local school district. This booklet should provide the administrator who has not been in close contact with the foreign language field with an adequate overview. Other readers, especially foreign language teachers, may find it fruitful to review the entire contents quickly, then to go back to the specific sections they wish to consider in depth.

Regardless of who reads this guide, its major purpose will have been fulfilled if it helps local school districts to develop well organized, coordinated programs of foreign language instruction which meet the needs of today's youth and the modern world.

Factors in the Development Process 2

Since a curriculum designer does not and cannot function in a vacuum, many factors must be considered in the curriculum development process. Essential to the entire process will be a needs assessment and a consideration of the resources available for meeting these needs.

Under needs assessment will come a close look at the student population with its unique composition, needs and potential goals. A prime consideration will be how many and which languages will be taught. Offerings should represent a balance among romance, nonromance, and classical languages. Academic value, ethnic pressures, and national interests will be other determining factors as the curriculum is planned.

The composition of the student population and the community, with their attendant needs and goals, will indicate whether there will be a need for ESOL (English for Speakers of Other Languages) classes or classes for native speakers in addition to those which are generally considered part of a foreign language program. In ESOL classes, English will be the medium of instruction. These classes may be specific courses or special tutorial sessions.

The objective in classes for native speakers will be to enable the student who is fluent in the oral area of his native language to build his reading and writing skills while mastering grammatical concepts and strengthening his cultural values.

Once a determination is made of how many and which languages will be taught, additional factors to be considered will be :

- How will they be taught? What methodology?
- What will be the entry points?
- What will be the length of sequences?
- Will there be tracks to accommodate learning styles and rate of learning?

A consideration of resources available must also be made if a language program is to be successful. No program will be superior to those humans selected to implement it and to the physical facilities available.

Human resources

The teacher is the most visible human resource. Before a language is included as a program offering, the availability of teachers trained in that language should be ascertained. Beyond that, supportive services for all teachers play an undeniably important role. A foreign language program coordinator is a strong asset for any foreign language program, as one who insures effective articulation among all levels and acts as a facilitator by providing opportunities for a staff to be creative within the framework of a mutually developed curriculum. Such a coordinator is a cohesive force and serves as a liaison between teachers and curriculum committees. In addition, this person can establish valuable contacts with consultants, including making available to teachers the many services offered by the state foreign language consultant.

Each of the human resources just noted has a positive role which should be recognized in the curriculum development process.

Facilities

The physical facilities provided to accompany the human resources will vary according to the recognized and felt need of a system and its willingness and ability to provide such facilities.

Considered must be classrooms, laboratories, media centers and existing foreign language materials (textbooks, tapes, filmstrips, realia, etc.). Each has a very special significance and potential. Effective use of even the most basic resource can produce an effective program. Carefully selected teachers receiving supportive supervision and direction and provided with physical facilities to meet expressed needs should result in a successful foreign language program.

Organizational factors

Added to the human and physical considerations will be the technical factors of scheduling, of working within the limitations of a prescribed budget and of meeting any and all pertinent legislative mandates.

Also, recognition of appropriate research and professional organization recommendations must be ongoing.

As any program is developed, constraints and needs will be recognized; and since no program can function in isolation, maintaining communication at every step of planning, implementation, maintenance and evaluation of the program is

vital. This will involve communication with persons representing:

other languages, including bilingual and ESOL	community
other disciplines, especially English and social studies	guidance
administration	media
career education	parents
	school board
	students

The staff may wish to develop succinct "constraints and solutions" statements as part of the curriculum development process. The following example illustrates such a statement developed in one school system.

Constraint	Possible Solution
Placement of students with two years' experience in the same class with students of three years' experience since language study is a sequential process. (It is educationally unsound and unfair to both students and teachers to place students who have had only two years of study with those who have had three. No curriculum, however well articulated, can meet the needs of the diverse populations resulting from this kind of grouping.	Elimination of an entry point for foreign language study at grade 8, to be replaced by an entry point at grade 9. Annual report to guidance department of the number of years each foreign language student has studied in order to provide correct, effective placement. Introduction of a continuous progress report to accompany each student from grade 7 on. Successive report to teachers, by means of this continuous progress report, of the achievement level of each student and of the amount of material to which the student has been exposed.

Time factors

One of the continuing problems faced in foreign language programs is the seeming lack of time to fit them into a crowded time schedule. *A Guide to Curriculum Development: Purposes, Practices and Procedures* presents a chart which accommodates all of the 11 subject areas required by the Connecticut General Statutes.

Foreign language instruction has a place from grades 1–12. The range of minutes or periods per week is listed below with the smaller number representing the minimum recommended.

Time Recommendations

Grades	Minutes Per Week	Periods Per Week
1–3	25 to 75	2 to 5
4–6	100 to 125	5
(6) 7–12		5

The development of skill in a second language in an academic setting is similar in time requirements to many other skill areas—short, frequent practice sessions are most effective. The 75 minutes per week for grades 1–3 would follow this general rule by allowing daily 15-minute sessions. The minimum of 25 minutes will permit two short sessions per week which would be of some value, but the activities conducted during that time would be mostly exploratory in nature, such as dealing with identification and reproduction of sounds of the language. The periods would not be frequent enough to provide for any significant progress in skill development. Additional exploration of the foreign language should also take place during other subjects such as language arts, social studies, music, and visual art.

The minimum time recommended for grades 4–6 will allow five 20-minute periods per week, again adhering to the "short, frequent" principle but also recognizing that the attention span of students will have increased to some degree. The more desirable allocation of 125 minutes would allow for one daily session per week to be extended in order to study more about the nature of the language and its relationship to English as well as the everyday life of the people who use (or used) the language.

The recommendation of five periods per week for the secondary program represents an average. The interests, goals and abilities of students tend to become more defined as they progress at the secondary level. Therefore, some may be studying two foreign languages (at least ten periods per week) by grade ten and others who began continuous study in grade one may opt for a "skill maintenance" program of fewer than five periods per week in a language which they have already mastered.

Composition of a foreign language guide

A locally developed foreign language guide will usually consist of the following components:

- a philosophy
- broad major goals of program
- subgoals and objectives to meet major goals
- general description of program at each level—elementary, middle, and senior high—and possibly for different languages
- goals and subgoals assigned to each level
- more specific objectives to meet goals at each level—goals remain unchanged

- methods, procedures and instructional materials to be used to meet objectives
- equipment available
- assessment instruments and procedures for evaluating successful achievement in meeting objectives at given levels

Each of these components is addressed in some detail in *A Guide to Curriculum Development in Foreign Languages.*

Developing a Local Guide 3

The foreign language curriculum guide in a local school district is a plan which should result in a program that flows well from one level of study to the next. It should also assure that there is a good degree of comparability from one class to the next at the same level of study. The best way to build a foundation for communication between levels and among staff at the same level is to involve all of them in the development of the guide. (See *A Guide to Curriculum Development: Purposes, Practices and Procedures,* Connecticut State Department of Education.)

DETERMINING A PHILOSOPHY

The most basic agreement the staff must arrive at is a common statement of philosophy. The philosophy should be a broad, comprehensive statement of the beliefs of the staff about the foreign language program and its place in the curriculum. It must relate to the philosophy of the school district and, at the same time, it must take into account the major influences and changes affecting the foreign language area.

Since 1960, the mission of modern foreign language instruction—to assist students in developing sound ability to understand, speak, read and write another language—has been firmly established. In classical languages, there has been emphasis on understanding the workings of language in general (with particular application to the structure of English) and on the ability to read and

understand another language. However, there are several factors which have recently exerted a considerable influence to modify the educational role of foreign languages. These phenomena are the *Helsinki Agreement of 1975*, global education, cultural understanding and career education.

The Helsinki Agreement of 1975

The United States and other countries signing the Helsinki Agreement of 1975 agreed to encourage the study of foreign languages and cultures. When the performance of the signatories to the agreement was later examined, the United States was cited for failing to honor the commitment.

In response, a presidential commission was appointed in 1978. The commission was established to study the status of foreign language and international education in the United States, through public hearings and inquiries, during a six-month period and to present its findings and recommendations to the President.

Among the specific foreign language recommendations are the following:

- Twenty regional centers to reinvestigate and upgrade teaching competencies of language teachers at all levels should be funded by the U.S. Department of Education.
- The Department of Education should fund 20–30 summer institutes abroad annually with objectives similar to those of the regional centers, but to include advanced students and teachers of subjects other than foreign language, and to give special attention to the less commonly taught languages.
- Schools, colleges and universities should reinstate foreign language requirements.
- The Department of Education should provide incentive funding to schools and postsecondary institutions for foreign language teachers.
- The Department of Education should support Language and International Studies High Schools to serve as national models and to offer intensive and advanced language and international studies in addition to regular courses.
- There should be support for pedagogical experimentation in foreign language teaching, particularly in effective methodology.
- A National Criteria and Assessment Program, funded by the National Institute of Education, should develop foreign language proficiency tests, and report on, monitor, and assess foreign language teaching in the United States.
- All state departments of education should have foreign language specialists. Every state should establish an Advisory Council on Foreign Languages and International Studies.
- The United States government should achieve 100 percent compliance in filling positions designated as requiring foreign language proficiency, review criteria for such designation in order to strengthen the government's foreign language capability, and evaluate the career systems of foreign affairs agencies to insure adequate incentives for obtaining and retaining the foreign languages and area expertise.[2]

The appointment of the President's Commission on Foreign Languages and International Education caused many foreign language educators to seek to establish a strong bond between foreign language instruction and international education.

Global and international education

The Task Force on Education for a Global Perspective of the U.S. Commissioner of Education gives the following definition of the concept of global or international education.

> Education for a global perspective occurs through learning experiences, formal or informal, which enhance the individual's ability to understand his or her condition in the community and the world. It includes the study of nations, cultures, and civilizations, including our own pluralistic society and those of other peoples, with a focus on understanding how these are all interconnected and how they change, and on the individual's responsibility in this process. It provides the individual with a realistic perspective on world issues, problems and prospects, and an awareness of the relationship between an individual's enlightened self-interest and the concerns of people throughout the world.[3]

Although one would assume there is an important role for foreign language study in this field, at present global education is linked mainly to social studies. As long as foreign language teaching emphasizes only skill development in a second language, global education will not be a vital part of the foreign language curriculum. However, if emphasis in foreign language instruction is placed upon the way language and culture interact and influence the way one sees the world and upon the role language itself plays in the interdependence of nations, there is a strong relationship between foreign language education and global education.

The nations of the world have truly become interdependent. No one group can impose a cultural or linguistic structure upon another. The only alternative is to understand and communicate with each other. Neither true communication nor the resultant understanding can take place unless each group can speak the language of the other. It seems crucial that foreign language teachers assume some obligation to include international education in their curricula.

Besides including reference to global or international education in their curricula, the foreign language staff should also cooperate with teachers in other disciplines, particularly the social studies. English, art and music also are obvious fields which offer content vital to international education. The task of preparing students to undertake the responsibilities of citizenship in the world, as well as in their communities, in the state, and in the nation, will require the efforts of all, working in a common direction.

In many foreign language programs, a basic component of global education, in addition to skills in the language, is already addressed. That component is cultural understanding.

Cultural understanding

In recent years culture has been identified by social scientists as "the whole way of life." Nelson Brooks divided this into two segments which he labeled *formal* (intellectual and artistic achievements) and *deep* (everyday life patterns of a society). Culture must be integrated into the language classroom in order to acquaint students with both the variety and the sameness in peoples. Deep culture is the more critical to address since it is more basic than the formal culture.

In the past it was difficult to teach "deep" culture because of a lack of materials. Today there are more materials which deal with the following: generalities that apply to many cultures and yet are illustrated by the target culture specifics; cross-cultural skills which deal with ceremonies such as greetings and social events; the fostering of curiosity about the other culture; empathy for a different way of life, and increased self-awareness. (See Chapter 4 for more details on materials and procedures for teaching cultural understanding.)

Career education

In the last few years, there has been a realization that skill in a foreign language is marketable. The expansion of European-based business and industry in the United States (from $8.5 billion in 1969 to $36 billion in 1979) and the extension of U.S. companies abroad have underscored the dollar value of mastery of a foreign language. There are many reasons why the blending of career education and foreign language education has become a dominant force in curriculum development.

- A career/language approach appeals to a greater student population, including many who were excluded from second-language learning in the past.
- Motivation to continue language study is intensified when this approach is selected.
- This type of program helps students understand the pragmatic application of a foreign language skill in projected career plans.
- Emphasis on communicative competence (page 36) and interest in the notional/functional method (page 26) naturally support a program which aims at developing language skill for use in a career.
- Federal government funding has been allocated to programs utilizing career concepts.
- State government encourages career education concepts as an integral part of every school discipline.
- Instructional materials are more readily available and some schools are already offering courses such as business French, German, Italian, Spanish or Portuguese.

Career education as an integral part of the foreign language curriculum provides students with the opportunity for career awareness, exploration and

preparation. Studies have shown that there are jobs for trained personnel with second-language skills. Certainly the foreign language program should offer students opportunities to discover these jobs and to develop the requisite skills to obtain them.

The four major influences on the place of foreign language instruction in the education of today's youth, described on the preceding pages, must be considered in developing a valuable statement of philosophy for the program. The chart on pages 12–13 provides additional information on the role foreign language instruction may play as a basic subject. This should also influence the direction which curriculum developers will define for the foreign language program.

Philosophy statements

This section contains two examples of philosophy statements for a foreign language program.

Example 1

Languages express ways in which people see their world. For a person whose first language is English, learning a second language may also mean learning to understand and appreciate English, and the people who use English. It may mean:

- having career opportunities, either at home or abroad;
- acquiring techniques that can be applied later to learning third and fourth languages;
- understanding relationships among different cultures, recognizing similiarities and differences . . . and respecting those differences;
- seeing economic, social and political histories of the United States in light of different cultures;
- appreciating variations in government and political theories, and their ties to economic, social and political histories;
- enjoying leisure more—books, travel, concerts, theater, movies, TV, and
- satisfying a personal goal—just to learn another language! Appreciating language for its own sake.[4]

Example 2

Knowledge of a foreign language is the key to understanding and appreciating the peoples of the world by finding in their difference a common humanity.

We recognize and accept the fact that we do not live in a monolingual, monocultural world. In the United States, increasing importance has recently been placed on pride in identification with our diverse cultural backgrounds. In-depth knowledge of a foreign language equips the individual with the attitude and communicative skills (in the other language *and* in English) necessary to function more positively and effectively in life and society. It also enables one to accept the responsibilities of an international community.

Table 1

What Research Studies Show About Foreign

Basic Skills and Attitudes		
English Vocabulary	Performance of Latin pupils on Iowa Vocabulary subtest was one full year higher than the performance of matched control pupils. (1)	FL teaches context and structural cues to vocabulary. (2)
Reading Skills	FL students score higher in reading achievement: vocabulary, cognitive learn- and total reading ability. (3)	Reading Skills improved (11% over control group) where students were taught Latin. (6)
Transfer	Reading skills are transferable from one language to another. (7)	Speed reading in native tongue has transfer to second language learning. (12
Self-Concept	Travel abroad enhanced student cultural awareness and self-concept. (10)	Attitudes toward self and the native language group were positively correlated with proficiency in ESL. (11)
Cultural Enrichment	Survey of pupils, parents, principals and classroom teachers showed the program had wide acceptance and support. (1)	Bilingual education opportunities available to monolingual children. (French, Spanish, German) (9)
Creativity	International Baccalaureate provided to gifted students in public high schools. (15)	Students scored significantly higher on tests of creativity (figural fluency and figurals flexibility). (5)
Communication Skills	FL study develops pupil's auditory discrimination and memory. (2)	FL courses which emphasize grammar as a process or method of transferring shed light on native language grammar. (16)

KEY: Numbers refer to references identified at the right. Please consult references for further information on each citation.

Prepared by the ACTFL Committee on the Basics, American Coucil on the Teaching of Foreign Languages, Inc., 2 Park Avenue, New York 10016. 1978.

Languages and the Basics

FL study increases English vocabulary. (3)	Mean gain in vocabulary for FL students was 8 months in comparison with control group of 6 months. (4)	SATS, English grades and English Vocabulary Exam were higher for those studying FL. (5)
Reading skills are shown to be transferable from one language to another. (7)	Reading comprehension improved by 14 months when taught Latin. (8)	
Students learn inferencing skills and other cognitive processes through FL study. (13)	Students learn how languages are related via a comparative study of Romance languages vocabulary. (14)	
The self-concept of control group students was significantly higher for language pupils than non-language pupils. (4)		

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SETTING PROGRAM GOALS AND OBJECTIVES

The goals for the foreign language program should be statements of educational expectations which cover the entire range of outcomes for the program in a relatively few items. Obviously such statements will be broad in nature. They will neither be language-specific nor will they address specific educational levels.

Terminology may often frustrate the efforts of the curriculum developers. A frequent discussion may take place over the difference between a goal and an objective. It may help to recognize that there is no universally accepted difference between a goal and an objective when either is taken out of context. An objective is more specific than a goal, but specificity is a relative term.

For clarity, it is suggested that both goals and objectives be stated in terms of expected outcomes for students. Foreign language program goals should be related to district goals or to broad district objectives if they exist. Through the district goals or objectives, the foreign language goals will be related to the "Statewide Goals for Education" in *Connecticut's Comprehensive Plan for Elementary and Secondary Education* (see Appendix A). There are portions of each of the five statewide goals to which the foreign language program can relate.

For a more complete discussion of the process of goals and objectives development, see *A Guide to Curriculum Development: Purposes, Practices and Procedures.*

Sample statements

Although goals and objectives must be tailored to fit the situation in the local school district, the staff may wish to choose its broad statements from lists which have already been written. Statements should be chosen which apply to all languages, modern and classical. Teachers in individual language sequences, however, may develop objectives with different emphases. For example, teachers of Latin will probably choose to develop the reading skills fully, relegating listening and speaking activities to use as tools for learning rather than as ends in themselves.

Suggested goals for foreign language programs. Foreign language program goals include the improvement of the student's skills in listening comprehension, speaking, reading and writing; the development of cultural insights, language awareness, literary and aesthetic appreciation; and interest in the study and use of a foreign language. The following list of goals, described in terms of a student's expected achievement, was developed by the foreign language consultant, State Department of Education, assisted by foreign language educators throughout Connecticut.

1. **Listening comprehension skills.** The student . . .

   1.1 distinguishes the sound patterns of the foreign language.
   1.2 derives meaning from speech of native quality.
   1.3 comprehends culturally authentic gestures as they accompany speech.

1.4 comprehends readily the vocabulary learned as it is heard in speech by a competent speaker of the language.
1.5 infers the meaning of some unfamiliar vocabulary from context.
1.6 derives meaning through an understanding of normal conversation.
1.7 derives meaning from nonliteral language: figures of speech, puns, jokes, etc.

2. Speaking skills. The student . . .

2.1 produces the correct sound patterns of the foreign language, including intonation, rhythm, stress and juncture.
2.2 uses appropriate gestures to accompany speech.
2.3 uses correctly and in varied contexts the words which are part of the active vocabulary learned.
2.4 employs typical grammatical structures of the spoken language in normal conversation.
2.5 participates in conversation with a fluent speaker, expressing ideas and reactions accurately.

3. Reading skills. The student . . .

3.1 makes the correct correspondence between the oral and written representations of the foreign language.
3.2 comprehends directly the meaning conveyed by the reading material without resort to conscious translation.
3.3 understands and interprets the thoughts and feelings intended by authors writing creatively.

4. Writing skills. The student . . .

4.1 reproduces the sound system of the foreign language correctly in writing.
4.2 writes the foreign language with accuracy in mechanics such as spelling, punctuation and capitalization.
4.3 uses vocabulary correctly in meaningful contexts.
4.4 uses correctly the grammatical structures of the written language.
4.5 communicates personal thoughts accurately and coherently in writing.
4.6 organizes writing with regard for good sentence and paragraph structure.
4.7 develops a sense of style.

5. Cultural insight. The student . . .

5.1 demonstrates an awareness of the differences in the foreign culture, especially as reflected in daily life; newspaper, magazines, TV, games.
5.2 accepts different foreign expressions, actions and reactions as appropriate and natural to members of another culture.
5.3 uses knowledge of the foreign culture to play the role of a member of that culture in either simulated or real situations.
5.4 demonstrates an awareness of similarities between the foreign culture and her/his own and of universal human values embodied in both.
5.5 believes that the knowledge of a foreign language and culture contribute to the enrichment of one's life.
5.6 believes that the foreign culture has made valuable contributions to world civilization.

6. Language awareness. The student . . .

6.1 demonstrates greater insight into language in general and his/her own language in particular.
6.2 demonstrates knowledge of the word heritage which has enriched the vocabulary of English.
6.3 demonstrates a knowledge of the structural relationships between the foreign language and her/his native language.
6.4 uses polite phrases, gestures and invectives to gain certain ends.
6.5 uses idiomatic language and slang.
6.6 argues persuasively within the cultural framework of the target country.
6.7 demonstrates knowledge of when silence or action should replace speech.

7. Literary and aesthetic appreciation. The student . . .

7.1 responds to the sound of language as part of the total impact of certain literary works.
7.2 reads and discusses works of proven literary merit in the foreign language.
7.3 attends plays, poetry readings, and lectures in the foreign language.
7.4 identifies and discusses works of art, buildings, monuments, musical works and regional dances.
7.5 interprets quotations, humor, statistical and graphic data, newspapers, gestures and popular dances.

8. Interest. The student . . .

8.1 demonstrates interest in the study and use of a foreign language.

The subgoals of item 8.1 are examples of more specific indicators which may be used in judging whether the main goal has been accomplished. To demonstrate an interest in foreign languages, the student . . .

8.1.1 takes part in as many classroom activities as possible, according to ability.
8.1.2 uses only the foreign language in the classroom.
8.1.3 takes part in cocurricular activities such as foreign language club.
8.1.4 continues the study of a foreign language beyond a certain requirement.
8.1.5 reads newspapers and periodicals in the foreign language.
8.1.6 seeks opportunities to meet and talk with native speakers of the foreign language.
8.1.7 investigates and takes part in programs of study abroad to gain firsthand knowledge of the language and people.
8.1.8 travels to a country where the target language is spoken.
8.1.9 interprets his/her native culture to speakers of the target language.
8.1.10 invites a native speaker of the foreign language to her/his home.
8.1.11 listens to foreign newscasts via shortwave radio and satellite.
8.1.12 discusses issues of import with pen pals.

Essential skills and concepts. Another list of goals and objectives called "Essential Skills and Concepts in Foreign Languages" has been developed by the Connecticut Council of Language Teachers (COLT). The approach is different from the preceding list in that a portion of the list deals with goals that are important for every student, demonstrating that all students could profit from foreign language study.

To put the statements in context, note that Goals I, II, and III are of the "district level" type. The subgoal statements are at the "program goal" level.

Essential skills and concepts in foreign languages
From Connecticut Council of Language Teachers

Foreign language instruction is a portion of the public school curriculum which is usually not followed by all students or even a majority of them; yet, the study of a foreign language offers opportunities to develop concepts and skills which are of great value to everyone. Goals I and II, with the related subgoals and objectives, describe these concepts and skills.

GOAL I

Each student accepts the existence of cultural differences and is appreciative of the worth of all peoples.

Subgoals	Objectives
The student . . .	The student . . .
• knows that one does not judge a person's worth by the language he speaks (another person is not inferior because he speaks a language different from one's own).	• interacts comfortably with a speaker of another language. • respects differences among people and realizes that accented, "ungrammatical" English or another language does not diminish the worth of an idea.
• has an attitude of openmindedness toward other ways of thinking and speaking and toward other customs.	• realizes that not all thoughts are generated in one language only. • recognizes human factors common to all people, e.g., physical attributes, emotional responses, attitudes, abilities, and aspirations. • realizes that thoughts originally expressed in another language undergo an interpretation in the translating process; subtleties may be lost and meaning may be changed.
• realizes that contributions to the world community are made by speakers of all languages.	• seeks information through sources which may be foreign to his own culture.

	• is acquainted with contributions made to philosophy, art, science, education, religion and government by speakers of languages other than his own. • with continued exposure, will become increasingly aware of the commonalities and mutual influence in art, music, literature, language history, science and mathematics which are shared by himself and speakers of other languages.
• recognizes the pluralistic nature of United States society.	• will identify areas in his everyday life which reflect the influence of various nationalities. • respects the efforts of various ethnic groups to preserve their heritage.
• increases his objectivity in viewing his own culture.	• realizes that standards for judging values and behaviors vary from one culture to another. • gains new insights into the bases for his own cultural values.

GOAL II

Each student demonstrates competence in using his native language.

The student . .	The student . . .
• understands the nature of language.	• analyzes the structure of spoken and written language (sounds, words, word order). • recognizes the commonalities and the differences that exist in the structure of languages. • realizes that various styles of usage exist in all languages (conversational to formal). • knows that language, although a person's most versatile means of communication, has its limitations. • knows that the spoken form of language is the most basic, that only a few of the many languages of the world have a written form.
• uses the appropriate style of language in different situations.	• differentiates between his use of language in informal situations with his peers and in more formal situations (such as classroom).

- exhibits a style of writing which is consistent with the more formal nature of written language rather than simple "written speech."

[Editor's Note. *The Council developed only goals and subgoals for the remainder of this list.*]

GOAL III

Each student whose first language is other than English uses the speech patterns of English with minimal interference from his native language.

Subgoals

The student . . .

- is understood by English speakers who are not acquainted with the native language of the student.
- speaks English with little visible frustration in informal situations.

GOAL IV

The foreign language student understands, speaks, reads and writes the language being studied.

Subgoals

The student . . .

- distinguishes the sound patterns of the foreign language.
- derives meaning from speech of native quality.
- comprehends readily the vocabulary he has learned as he hears it used by a competent speaker of the language.
- participates in conversation with a fluent speaker, expressing his own ideas and reactions accurately.
- comprehends directly the meaning conveyed by the reading material
- produces the correct sound patterns of the foreign language.
- uses appropriate gestures to accompany speech.
- uses correctly and in varied contexts the words in his active vocabulary.
- employs typical grammatical structures of the spoken language in normal conversation.
- reproduces the sound system of the foreign language correctly in writing.
- uses correctly the grammatical structures of the written language.

without resort to conscious translation.
- makes the correct correspondence between the oral and written representations of the foreign language.
- writes the foreign language with accuracy in mechanics such as spelling, punctuation and capitalization.

GOAL V

The student who has developed skill in a foreign language recognizes areas where his ability may be applied to enhance future opportunities.

Subgoals

The student . . .

- considers careers in which language skill is valuable as an auxiliary tool.
- is aware of the opportunities for study that exist in other countries where a foreign language is the medium of instruction.

Articulation with higher education

The foreign language objectives for a school district should circumscribe a program which is appropriate to the district, taking into account general state, national and world needs. However, it is also a fact that articulation is desirable between the foreign language programs of the school district and college programs in which graduates of the schools will enroll. Professional associations in Connecticut have attempted to address the problem. The first effort was a document prepared by the Connecticut Council of Language Teachers in 1972, called *Goals: Reports of the School-College Committee*. The latest effort is by the Connecticut section of the Classical Association of New England, the report of the Ad Hoc Committee on the Articulation of Secondary and Collegiate Latin Programs. Copies of both documents are available through the office of the state foreign language consultant.

WRITING PROGRAM DESCRIPTIONS

A description of the foreign language program at each level (elementary, middle or junior high and senior high) constitutes an integral part of curriculum development. The goals and objectives must be assigned to each level if a well coordinated and well articulated program is to be implemented. As each level or "program" is described, appropriate goals may form part of the description.

The program descriptions allow the entire foreign language faculty to see the place of each level in the overall language curriculum and serve as good materials to orient teachers who are new to the program. They also may serve as excellent

documents to distribute to parents of students enrolled in foreign language in a certain school. Below are samples of descriptions of the elementary, middle and high school levels of a 5–12 foreign language program.

Foreign language in the elementary school (FLES)

Beginning the study of foreign language in the elementary school offers (1) the greatest potential for developing foreign language skill, and (2) reaches the student in the years when social attitudes, prejudices and interests are being formed. Thus, there are sound educational, sociological, and psychological reasons for beginning the study of a foreign language in the elementary school (the brain of a child has an unusual capacity for language).

All students in the elementary school take a foreign language as a regular part of the curriculum. This study begins at grade level 4 or 5 depending upon the organizational pattern of the individual school. The program is prepared and taught by a specialist who is assigned to one or more schools.

The objectives of the program are both cultural and linguistic. At the completion of the FLES segment the student:

- should have a positive attitude toward the language he has been learning and toward the speakers of that language;
- should have developed a deeper understanding of the people who speak that language and of the position of that country in the world community;
- should have a clearer picture and understanding of himself and his role as an American;
- should have acceptable ability to understand the spoken word and to produce the sounds of the language (with sound-letter correspondence established);
- should be able to engage in dialogue situations involving material and situations to which he has been exposed;
- should be able to read simple dialogue and narrative material composed of vocabulary which has been presented previously;
- should have basic word attack skills (limited to sound-approach material which has been offered), and
- may be able to write simple dictated sentences or compose sentences made up of words he has heard, spoken, and read.

The sequence of skills parallels the student's native language learning. It moves from understanding the spoken word (listening), to speaking, to reading, and, finally, to writing.

The first year is spent mostly in listening and speaking activities and is primarily pattern building. The student listens and repeats, moves from words to sentences to dialogues and some descriptive narrative. Once the listening and speaking skills are established, reading and writing are introduced.

Materials used are both commercial and those prepared in workshops by the staff. These materials are developed specifically to meet the needs and

interests of all students regardless of ability and in accordance with the school district's philosophy of continuous progress for the individual. They may be used individually by a student progressing at his own rate or by a teacher as a resource for group presentation.

Tests, developed by the specialists, are administered to the students at the completion of the elementary program in order to determine their aural and reading comprehension.

Classrooms are equipped with, or teachers all have access to, overhead projectors, record players, tape recorders or cassette recorders with accompanying tapes.

Foreign language in the middle school

Foreign language at the middle school level continues the skill development begun at the elementary level. Audio-lingual activities are maintained while the skills of reading and writing are developed, thereby rounding out the four basic skills of foreign language learning: listening comprehension, speaking, reading and writing. The concept of language as culture continues to enrich language and communication.

Upon recommendation of their elementary teachers and counselors, students continue the study of the language begun in elementary school. Attendance at summer school or participation in a tutorial or individualized program allows those students entering at level 7 without a FLES experience to participate in the middle school foreign language sequence.

The objectives remain both cultural and linguistic. Efforts continue to personalize the curriculum. Students progress at their own rate through self-directing materials. The overall objective is to make learning meaningful and rewarding and to develop self-motivating, self-operating, independent learners.

Listening comprehension is developed through an increasing reliance on usage of the target language for classroom directions and conversation. Conversational skills are developed through dialogues using well-known phrases and vocabulary. Pattern practice drills introduce and reinforce vocabulary and grammar. Continued effort is made to improve pronunciation and intonation.

The concentration of reading and writing increases as the student progresses through the middle school sequence. The grammatical structure becomes an increasingly more important part of the curriculum. The student moves from the reading of sound-approach material which has previously been presented to material which uses an increasing amount of unfamiliar vocabulary and structures. Reading skills are developed so that graded magazines and readers supplement the basic text. Readers also serve as a basis for dialogue and discussion as new vocabulary is acquired.

The student extends writing skills from guided writing to composition within the limits of the vocabulary and grammatical structures previously learned.

Cultural awareness and appreciation are developed throughout the middle school foreign language experience. Cultural enrichment includes a formal study of the countries where the target language is spoken, their peoples and their life styles. Certain aspects of the geography, the history and the arts are included. As the student advances, the target language becomes a means of acquiring knowledge about the people and their culture. Students are knowledgeable, so they may participate in certain cultural situations.

The student is encouraged to be creative with his language skills. By the end of the middle school experiences, the student may develop original oral and written work.

Both teacher-directed and individualized materials are used in the middle school program. These materials are designed to provide for different learning styles. Commercially prepared materials, including basic and supplementary texts as well as personalized materials developed in workshops by the staff, have been integrated into a program providing for continuous progress. The student's learning experience is reinforced through the use of realia and such audiovisual aids as tapes, records and filmstrips, films, transparencies, posters, games and puzzles.

Townwide department tests are administered for measurement and placement.

Foreign language in the high school

Foreign language becomes an elective at the high school level. Students are encouraged to continue in the foreign language already used in the middle school in order to attain proficiency in that language.

The course offerings are planned to meet the needs and interests of the students both linguistically and culturally. Regular, modified and semester courses emphasize student interest and the basic skills. Honors courses give linguistically talented students the opportunity to progress at a rapid pace. Independent study may be arranged at advanced levels by prior agreement with teacher, guidance counselor, and vice-principal.

The four major sequential steps in foreign language learning (listening, speaking, reading and writing) are still adhered to. However, as a student progresses in a given foreign language, there is a steady shift in emphasis. The audio-lingual skills are stressed throughout, but greater emphasis is gradually placed upon reading and writing—in that order. An ultimate goal is a student reasonably proficient in the above four skill areas.

Culture cannot be separated from language. It is essential to remember that language is the most complete expression of the culture of any people. As the language skills are acquired, the student's cultural insight and understanding develops.

No specific methodology is mandated. Depending upon the student's learn-

ing style and the activity involved, the method most likely to achieve the desired goal will be selected. Such methods may include:

audio-lingual approach
traditional approach
direct method
question and answer
lecture approach

Materials used in the foreign language classroom will vary according to the method being used. They will include textbooks, workbooks, worksheets, supplementary readers, transparencies, magazines, newspapers, cue cards, recordings (records, tapes, cassettes), testing tapes, filmstrips and appropriate realia.

The foreign language laboratory is a most important extension of classroom teaching. Its functions are many. Material presented in class is also available in the language laboratory for the student to review—as an assignment and/or as an elected activity. Above and beyond the variety of materials available through dial access, the laboratory itself has its own tapes, records, cassettes and audiovisuals.

Testing at the high school level is more formal. In addition to tests prepared by the teacher to measure achievement, tests such as MLA Classroom Cooperatives are used for diagnostic purposes. Advanced Placement Tests are given to all advanced placement students in the spring of the academic year.

SPECIFYING INSTRUCTIONAL OBJECTIVES

If it is the policy of the district to use the goals and objectives approach as a means of assuring consistency and comparability among languages, levels, and schools, the staff must develop or select objectives which are much more specific than those given in the preceding pages of this chapter. These very specific statements are usually called instructional objectives. Programs throughout the state vary widely from one school district to the next as to the languages taught and the length of the language sequence, in addition to the general difference in staff, facilities and resources. Therefore, it is not practical to offer a set sample of the most specific objectives. However, the publication called *K–12 Course Goals in Second Language*, Commercial-Education Distributing Services, P.O. Box 4791, Portland, OR 97208, may be of some assistance. Other samples are available from the state foreign language consultant.

Goal III in the list of essential skills and concepts developed by the Connecticut Council of Language Teachers (see page 19) addresses students whose first language is not English. It is important that the needs of these students be considered, yet they may well be overlooked. Instructional objectives should be developed which relate directly to teaching English to native speakers of another language. Equally strong consideration must be given to offering these students the opportunity to continue to develop and improve their skills in their native

native languages. In many school districts these obligations can most appropriately be assumed by the foreign language program. The foreign language curriculum developers must not overlook the fact that English is a foreign language to many students in Connecticut. They must also recognize that failure to consider special objectives in language courses for native speakers would waste a valuable asset which the students bring to school with them.

The complete local curriculum guide for foreign languages will contain suggestions for methods which have been found successful in attaining the objectives. It will also deal in some detail with the physical resources available in the district and suggestions for other resources which might be called upon. These factors will be considered in the succeeding chapters of this guide.

Considering Methods, Approaches and Resources 4

The next step, once a philosophy for the foreign language program has been adopted, and goals and objectives for the program have been stated, is to examine current methods, approaches and instructional resources and to select those which will best accomplish the objectives. Some methods and approaches that professional educators are using, discussing and evaluating are described on the following pages. Some examples are given, and resources from which to obtain more detailed information are listed.

Notional-functional method

Most foreign language programs are designed to teach progressively the elements of grammar or structural form. This is done to facilitate inclusion of high-frequency vocabulary and grammar structures that go easily from the very simple to the more complex. This does not reflect, however, the patterns of natural speech or the interests of many of the language learners.

The notional-functional or "situational" syllabi which are based on the objective of teaching survival skills work well in a career education approach or in

the teaching of special language classes such as Italian for the traveler, German for the researcher, etc. By asking speakers of a language what it is they communicate in specific situations, one is able to organize in terms of language content rather than language form. Many European educators have joined in this approach, although it has generated both support and opposition. The following brief description of the notional-functional approach helps clarify its relevance to trends in language education.

- It provides a general characterization of the type of language contacts in which the learner as a member of a certain target group will engage.
- It delineates the language activities in which the learner will participate.
- It anticipates the setting in which the learner will use the foreign language.
- It describes the roles (e.g., social and psychological) the learner will play.
- It delineates the topics with which the learner will deal.
- It describes what he or she will be expected to do or say with regard to each topic.

The general functions are described as:

imparting and seeking factual information
discovering and expressing intellectual attitudes
discovering and expressing moral attitudes
getting things done (persuasion)
socializing

Some of the practical communication functions relate to:

education and career
food and drink (services)
health, welfare
house, home
leisure time, entertainment
life at home
personal identification
relations with other people
shopping
travel
weather

While this approach provides for a convenient systematization of functions the learner is likely to perform, the question in the minds of some educators is what effect this training will have on the study of literature or language at the advanced level. With care, the benefits of this approach can help us launch the learner into a foreign language curriculum that is motivational by providing communicative competency at an early level.[5]

Harlow, Smith, and Garfinkel provide a complete description of this type of program, including the syllabus design for use at the secondary level and a sample of an effective "Survey of Communication Needs in a Foreign Language" which is used to assess student needs before planning the curriculum.[6]

Cognitive code learning theory

Current defenders of cognitive development through the study of certain disciplines believe in the interrelationship of memory, reason, observation, and

creativity. They also recognize the need for specific knowledge along with training in effective learning. This is a far cry from the nineteenth century (and earlier) view that all learning was general and gave one increased intellectual powers in dealing with any situation.

Cognitive benefits in the language field include:

- improvement in first language skills (e.g., sound systems, vocabulary, structures, syntax, etc.)
- problem solving (skills in making inferences, coping in unfamiliar surroundings, etc.)
- creativity (verbal creativity, developing original responses, etc.)

A strong case for cognitive benefits is not available since only limited research has been conducted. Research at the high school and college level is sorely needed, focusing on such questions as:

- To what extent does comparison of material in the target language with the native one interfere with developing skills in the second language? To what extent does it facilitate that development?
- To what extent does research in bilingual education correlate with foreign language instruction?
- If it is true that learning a second language facilitates the learning of a third, then it would naturally follow that something akin to transfer of training does occur. Correct?
- What kinds of teaching strategies positively affect students' scores of creative functioning as measured by divergent thinking tests like the Torrance Test of Creative Thinking?[7]

Grammar-translation method

The grammar-translation method was devised for schools whose primary immediate objective was a reading knowledge of the language. In its pure form, the method begins with the memorization of isolated rules, paradigms, vocabulary items and two-way translation exercises. After a certain level of proficiency is achieved in these areas, supplementary readings in the form of stories or simplified novels are introduced. Oral work and pronunciation practice are ancillary exercises designed to reinforce the grammatical rules and linguistic structures which have been presented in class. The aim of the method is to develop decoding skills which enable the student to translate the foreign language into English.

Because the method concentrates solely on the printed word, it has fallen into general disuse among modern language teachers who strive to develop mastery in all four communication skills—listening, speaking, writing and reading. However, teachers of Latin and ancient Greek continue to use the method.

This method may be particularly appropriate for academically talented students who intend to pursue their study of Latin at the collegiate level. However, in those programs for which the primary objective is not the study of Latin in

college and in which the students are more typical of the school population in general, other methods and approaches may be more appropriate.

Intensive language instruction

Intensive instruction has no one definition. Any class that meets more than the traditional one period a day can be referred to as "intensive." Courses range from a total immersion experience to intensive Saturday courses. There are institutions offering intensive summer programs, intensive semesters or intensive year-round programs.

The idea of teaching foreign language during concentrated time-periods has been with us since the nineteenth century when François Gouin suggested that five hours each day for six months would constitute an effective language program. During the second World War this form of instruction was utilized to produce second-language speakers in a short time. The Army Specialized Training Program (ASTP) featured small classes, highly motivated students, and intensive instruction with emphasis on listening and speaking skills. Instructors were alternated so that students heard more than one speaker.

Not only have colleges adopted the practice, but the Foreign Service Institute Language Programs, the Defense Language Institutes, and the highly successful Language Training Mission at Brigham Young University all use intensive instruction programs developed during World War II. Courses must be carefully planned and very tightly structured to be successful.

The advantages of intensive courses over conventional ones are:

- They allow increased contact time with the language and offer a setting that is closer to a natural language-learning situation than is possible in traditional courses.
- They provide a more realistic time frame for achieving a level of proficiency. A conventional two-semester sequence usually consists of between 90 and 150 hours of instruction, depending on the number of course credits allowed. Experience has shown that this amount of instructional time is insufficient to achieve even minimal control of a language. Some intensive courses offer 75 percent more instructional time than conventional courses for the same number of credits.
- They enable students to learn a language without the usual lengthy time commitment. This factor is important for individuals who want to acquire proficiency in a language as an adjunct skill to their chosen profession. Candidates for an advanced degree can also fulfill a language requirement in a relatively short time.
- They can attract high school seniors, travelers, business persons and other interested citizens for a quick, concentrated introductory or refresher course in a language.
- If well planned and taught, they can motivate students for further language study.
- There is evidence that they can help in the development of superior language proficiency.

There are several reasons why intensive courses experience difficulty that traditional classes do not. These include: lack of publicity about the new course; failure to select only those students with very high motivation for language learning and the stamina to commit the necessary time and energy to the class; scheduling (especially in the secondary schools) which allows students to attend other courses and does not interrupt the school's normal routine too severely; failure to offer variable credits for portions of the program completed; and staffing problems due to the necessity for a "team-teaching" approach.[8]

An example of a successful program is found in the Kenston (Ohio) High School. It starts with 2½-hour-a-day classes and ends with a three-week homestay on school time. This is the sixth year the program has been in operation and 40 percent of the students are enrolled in foreign language courses in an area where only 50 percent attend college. The 2½ hours consists of five school periods. To allow for that block of time, they have scheduled the intensive classes over the three lunch periods, adding the period before and after. Twice a week the class meets in students' homes. There are field trips to museums, libraries and nearby colleges. The homestay (to France and Mexico) has taken place in communities where little or no English was spoken, under a contract with the Experiment in International Living. Students complete special assignments for classes other than foreign language during their homestay.

The program has been modified as a result of listening to the needs of the rest of the school staff. The intensive class was shortened by three weeks—from September through November. December was spent on the homestay and participants returned to school with the rest of the student body after New Year's Day. During the first three weeks of January (the last weeks of the first semester), participants had time to catch up on work that had been missed during the homestay as well as to take the opportunity to discuss their unique experience with the general student body. After this one-semester experience, students are placed in the second half of the second-year class if their skills are not well developed. However, most go into the second half of the third year.

Intensive programs at the high school level take energy and the willingness of language teachers to become deeply involved with the community, administration, school board, other faculty members, and students.[9]

Immersion programs

Immersion simply means a program in which the usual curriculum activities are conducted in a second language which becomes the *medium* of instruction rather than the object of instruction. It can begin at any level—elementary, middle or high school, or college. However, most immersion programs begin at the early elementary level.

There are at least four elements essential to understanding an immersion method of second language learning.

- The regular school curriculum is taught in a non-native language.
- It is a method for *all* children who have acquired a first language.

- In addition to acquiring a second language, children not only learn the basic curriculum but also develop greater cognitive flexibility and social tolerance.
- Immersion programs cost little more than traditional forms of elementary instruction.

In a model program, after two or three years of full immersion, English is introduced as a language arts subject. As students proceed through the middle grades, English is gradually increased as the instructional medium until in grades 5 and 6 there is an even balance of both the second language and English. Ideally, then, a student leaving 6th grade has not only completed the regular elementary curriculum but is ready to begin junior high with bilingual skills sufficient to continue study in either language.

Studies about the effects of immersion programs have shown many positive and some surprising results. For example:

- English language skills did not suffer and comprehension of English syntactic structures actually improved.
- There was no loss of achievement in subject matter.
- There was greater intellectual flexibility and greater cultural understanding found in students in immersion programs.

These studies answer the concern that academic achievement of immersion students may suffer overall. They show that in the first two or three years of immersion the pupils do not perform as well in achievement tests presented in the first language. However, this deficit disappears by the end of the 3rd grade.

Immersion programs are in operation in several cities in the United States and Canada. In Canada, for example, nine of the ten provinces have immersion programs and the number of new programs is increasing each year. In the United States, programs are found in . . .

Culver City, California—Spanish begun in 1971
Hayward, California—Spanish (1976)
San Diego, California—Spanish (1977)
Silver Spring, Maryland—French (1974)
State University of New York College at Plattsburgh—French (1976)
Milwaukee, Wisconsin —German (1977)

Organizations interested in early immersion may contact the New York State Education Department or the Plattsburgh French Language Immersion Program (noted above).

Exploratory programs

Foreign language exploratory courses are not a new development. They have appeared on the language scene in cycles for many years. Each time, they have been considered as one means of introducing young learners, usually middle or

junior high students, to foreign languages in a less formal context. An exploratory course may serve a number of purposes irrespective of whether a pupil elects a foreign language at a later time. These include:

- acquainting pupils with a language they may later choose to study sequentially;
- enhancing their understanding of English;
- providing a glimpse into other cultures, and
- increasing the level of general linguistic awareness.

Following is an example of the way in which one Connecticut school system elected to categorize its exploratory course:

- *The Language Potpourri* where four languages are offered as a requirement for successive nine-week periods in the school year;
- *The Single Language Offering* in which one language, which may or may not be offered in the high school program, is offered in a six-week or nine-week block or on alternate days for an entire semester;
- *The Required Elective Approach* in which all languages which are offered in the high school are offered as required electives in the middle school. Each student must elect one of the languages, and the program is sequential.
- *The General Language Course* which is unified around the theme "What is language all about?" Topics include the history of language, the interrelationship of the various language families and the relationship of culture to the different languages considered. The course is interdisciplinary in thrust and intercultural in orientation.

A general summary of course content might include:

- language categories—phrases/expressions to say and/or recognize;
- relationship of the language to English; words from the foreign language used in English (e.g., rouge, tacos, Gesundheit); English words derived from the foreign language, such as Latin and Greek derived words: liberty (Latin), cyclotron (Greek);
- comparison with other foreign languages;
- a body of information about the language intended to build awareness of structure, syntax; pre-Level I concepts; touching on "how to study a foreign language";
- geography, social customs, historical highlights (deep and formal culture); role of users of the language in American history and in our contemporary national life;
- consideration of all areas where the language is or was used, with class focus on those most frequently visited by Americans;
- ideas to help the foreign visitor or immigrant to the United States, and
- relationship of that language to career development.

Affective approach

In the late 1960s, educators in the language field began to express the feeling that most teachers concentrated almost totally on transmitting subject-matter knowl-

edge and skills, i.e., *cognitive learning*, and that too little effort was being directed toward the emotional, or *affective*, dimension of learning. The result of such thinking was a movement which became known as "affective" or "humanistic" education.

An affective foreign language curriculum is one which incorporates the following dimensions:

- communication and sharing by the students of their ideas, daydreams and imagination instead of supplying just one "right" answer as required by the teacher;
- consideration by teachers of a student's need for self-esteem when working in the area of pronunciation;
- development by teachers of rapport with students as well as rapport among students in order to foster successful communicative competence.[10]

An affective curriculum must not disregard cognitive content. Teaching subject matter on three levels is advocated: the facts level; the concepts level, and the values level.

The goal of this three-level teaching is to help students discern facts, make sense of them and live according to the meanings they perceive. The following programs have successfully included affective components in their foreign language classes:

- Kenston High School in Chagrin Falls, Ohio, which incorporates a no-failure philosophy and values clarification methods;
- Clarence Central High School, New York, which centers around the teacher's application of the training in interaction analysis and group dynamics, and
- Comack High School North, New York, a program of total immersion, which includes among its many minicourses the study of human dynamics.[11]

The affective education movement is not without its critics who cite the following:

- schools should not be overly psychoanalytic (dealing with emotions should be reserved for professional therapists);
- behaviorally stated affective goals are difficult to measure, and
- affective techniques are not suited to all teachers or all students.

Despite criticism, the affective education movement cannot be dismissed. Including this dimension in a foreign language program has proven valuable when applied by individual teachers in situations where the teacher's background and the students' needs are compatible.

Individualized Instruction

Individualized instruction is an approach to teaching and learning that offers choices in four areas: objectives of learning, rate of learning, method (or style) of learning, and content of learning. Thus, within this category one can find pro-

grams which feature a selection of course objectives to be pursued at individual rates (called "independent study"), those utilizing many learning methods (often called "multimedia"), and those offering a specific content choice (called "mini-courses").

In order to bring about individualization, many teachers have used carefully defined performance objectives, learning packets (LAPS), and criterion-referenced testing. Individualization is not "doing one's own thing," teacher abandonment, or a classroom study-hall.[12]

At the postsecondary level, students are able to study the less commonly taught languages through affiliation with the National Association of Self-Instructional Language Programs (NASILP). In the spring of 1974 there were 1,345 students at 42 colleges enrolled in 38 different languages.[13] Students use a textbook, tapes, and weekly tutorials with a native speaker (often a foreign student at the institution).

There is no large-scale effort at individualization in the elementary schools. A few areas have developed approaches to individualization. For example, the Tucson, Arizona Public Schools use programmed materials permitting self-pacing and independent learning.

Many publishers recognize the need for flexible materials. The inclusion of self tests, separate workbooks and optional study packets help teachers at both the middle and high school in their attempts to individualize programs. Using individualized techniques is often the most efficient and effective means of providing opportunities for talented students.

Media-based approach

Educational technology has grown by leaps and bounds during the past decade, with the introduction of computers that schools can afford, filmstrip and slide units that present cultural materials in a palatable fashion and videotape recorders that enable creative teachers to prepare learning units that are situation-specific and motivational. It is interesting to note that the use of educational media by foreign language teachers has remained the same or, in certain instances, declined.

According to a survey completed in 1979 by the Northeast Conference on the "Present Status of Foreign Language Teaching," the videotape recorder and television in the classroom are not widely used. Over 65 percent of the secondary teachers responding said they did not use the videotape recorder at all, and at the higher education level more than 78 percent do not use it. The reasons for this vary, but they include:

- lack of budget for equipment;
- worry about early obsolescence with technological change occurring at a rapid pace;
- unwillingness to learn to deal with media devices when they fail to operate;
- complexities of selecting or producing materials for use with the media system, and
- human resistance to change.[14]

With the invention of the videodisc and improvements in videocassette recorders, the use of television in the classroom should become more popular. Videodiscs are inexpensive to duplicate, can provide forward and backward motion, slow or accelerated motion, frame by frame projection, and they are light in weight and easy to store.[15] However, further development may be needed before their full potential is realized.

The value offered by transmission of foreign television programs directly by satellite should increase the attractiveness of TV for foreign language classes.

The language laboratory and Computer Assisted Instruction (CAI)

The language laboratory in various forms has been a staple of foreign language programs for at least 20 years, yet the potential of this tool has rarely been realized. The laboratory could be used to provide for a variety of different auditory programs, as a means of testing listening comprehension of many kinds of materials, as an opportunity for students to record dramatic or humorous scenes they create, or as an opportunity to provide students with materials just for listening pleasure. More often its use has been limited to endless pattern drills. Ironically, as the durability, quality, fidelity and flexibility of available equipment has increased and unit costs have declined, the language laboratory has fallen into disrepute.

The reasons are not hard to discover. Inadequate use of the laboratory hurts the department. Lack of coordination between laboratory tapes and classroom, equipment that was often inoperative, and laboratory operators chosen for engineering skill instead of foreign language training contributed to the loss in popularity.[16]

Since the language laboratory is perhaps the most loved and simultaneously the most despised of foreign language teachers' machine aids, it is interesting to contemplate whether or not it is the best tool to get the job done. The job is to afford foreign language students the opportunity to practice the target language. They can practice through listening comprehension and discrimination activities and through the medium of printed materials. They may determine the extent to which this skill improves. They can also practice speaking, but there is a lack of appropriate technology in most laboratory installations when it comes to permitting the student to determine his/her progress in this skill. One must prepare a "variety program" for the laboratory—combinations of drills on structure, pronunciation and translation, listening comprehension exercises and relief activities such as popular songs. What is needed in the equipment that students use in the language laboratory is a greater degree of responsiveness on the part of the equipment and materials to the students' performance.[17]

Because of its capacity to interact, the computer promises even more than the language lab. The microcomputer can be programmed to facilitate simulation of any aspect of foreign behavior. It can provide appropriate cues, environmental details and confirmation to assist learners. Games which are already on the market can be adapted for instruction which will provide students with practice that is fun to do.

A survey concerning computer-assisted instruction in foreign languages and, aimed at four-year institutions of higher education, was conducted in 1978–79. Of 1,810 mailings, there were 602 respondents, and approximately 10 percent or 62 said they have some type of computer-assisted instruction. Reasons for not utilizing the computer include:

- the cost of time-sharing systems
- limited availability of terminals
- inadequate capability of existing facilities
- lack of support from colleagues
- demand on developer's time
- expense of terminals for non-Western alphabets

Most uses of computer-assisted instruction are at the basic language course level and deal with grammar and vocabulary, ranging from simple substitution tasks to exercises in morphology and syntax. Drills are not tedious because of the instant feedback and rapid progress. Users avoid monotonous translation drills, and all agree that students learn more in a shorter time than in the regular courses. Of all the languages, Latin studies have best capitalized on the potential of computer assistance, using it at all levels and including courses in mythology, with objectives in reading for content.

The computer's effectiveness in self-paced learning has resulted in many programs that are completely independent of any course format or textbook. Most language departments use the machine as a supplementary aid on a volunteer basis in traditionally structured courses.

Microcomputers

The survey described in the preceding section concluded that with the advent of the microcomputer and its relatively low cost, the display screen, and the use of materials written in BASIC or BASIC-PLUS, this device is about to become accepted as a useful aid in foreign language instruction. Departments considering the introduction of CAI can benefit greatly from the experience of the pioneers in the field as all faculty working with the microcomputer are anxious to share insights and developed programs.[18] There is even a new association called MICRO which provides a journal for those interested in microcomputer applications in language and literature.[19]

The following are advantages in using the microcomputer.

- Low cost and high reliability—it is affordable.
- Well-designed programs are motivational.
- A microcomputer is an effective tutor for students having difficulty.
- Computer programs, unlike textbooks, are quickly and easily revised, edited, or improved at no additional expense.
- Computers can control other electronic media in the classroom.
- Computers are portable.

There is no doubt that the microcomputer industry is here to stay. There is an urgent need for foreign language educators to lend their expertise to the development of computer usage.

Emphasizing communicative competence

There are many definitions of communicative competence, but basically it is the ability to interact meaningfully with members of other cultures. This includes understanding the social rules of language use. Components to include in analyzing verbal interaction are:

time and place
sender and receiver of message
intended purpose in mind of communicators
mood or tone of message
language or dialect used
social rules, e.g., voice volume
speech categories, e.g., greetings, jokes, proverbs[20]

Research has defined several concepts for consideration in implementation of a "communicative" approach. Some of these are:

- understanding nonverbal communication—gestures, kinesics, etc.;
- necessity of meaningful situational contexts through use of informative activities, transmission of new material, etc., rather than pattern-drill exercises;
- postitive learner attitude towards target culture, and
- carefully considered pedagogical approaches to error correction and provision of meaningful situations.[21]

Involvement in a "communicative competence" language program may require many changes in the instructional setting, including:

- a greater proportion of time devoted to communicative ability;
- the use of game and stimulation techniques;
- the use of native speakers as resource persons;
- a reinterpretation of the role of the teacher;
- a restructuring of the classroom environment, and
- extensive curricular redesign—away from structure for its own sake to natural language use.[22]

Language items to be studied should be selected in unit sequences according to the following criteria:

- frequency and utility—for lexical items
- intralingual analysis—easiest form with fewest exceptions
- language acquisition universals—natural expression e.g., in English, "I am going" rather than "I go"
- reduction to smallest number of grammar points necessary
- use of learner systems—cognitive process
- tolerance of errors

Valdman makes the point that "either students are allowed to deviate from target language norms during natural speech acts, or the goal of communicative competence is abandoned."[23]

Emphasizing cultural understanding

As was pointed out earlier, the inclusion of cultural understanding in the foreign language classroom is necessary if one is to be aware of the cultural situation in which the language is spoken, and thereby to glean the full implication of what is being said. Presenting knowledge about another culture instills a critical awareness of our own and increases tolerance toward customs and values which differ from our own.

Similarities between cultures must be stressed in order to decrease ethnocentrism. Studies in cultural differences help students better understand world views and crosscultural conflicts. Language contains clues about the culture in which the language predominates. By recognizing the clues, students can gain insight and develop sensitivity to situations they may encounter.

In the past it was difficult to find materials for teaching "deep" culture. Today there is a great deal of material which deals with generalities that apply to many cultures but is illustrative of the target culture specifics. These materials are useful in developing crosscultural skills which deal with ceremonies such as greetings and social events, the fostering of curiosity about the other culture and empathy for a different way of life, and increasing self-awareness. These materials use various techniques:

- culture capsule—a brief focus on one cultural item
- minidramas—critical incidents involving crosscultural encounters
- cultural assimilators—individualized cultural learning incidents
- oral interviews—gathering data in the target language
- opinion polls—reflecting cultural values
- simulation games—creating crosscultural situations
- literature—novels, dramas, and journal articles revealing cultural values
- music—popular songs authentically representing the target culture

See Appendix C for carefully compiled questions regarding cultural awareness which may be studied using the above-mentioned techniques (oral interview, minidrama, etc.). Information may be gathered by students or teachers from native speakers in the community, or it may be found in published materials.

Emphasizing careers

Career education is an increasingly important component of education essential for today's world. Happily for foreign language teachers, career education blends easily into their classrooms, enabling students to combine language acquisition with knowledge of the world of work. An examination of the advantages of proficiency in a second language as an auxiliary skill for a wide variety of careers can be made in the target language even in elementary-level classes.

The following activities provide career information while emphasizing career choices:

Using resources from the school library or guidance office, students gather basic information about specific careers such as "anesthesiologist" or "legal aide," that provides facts about:

education necessary
major responsibilities
place of work
probable salary
work hours

Short descriptions may be presented orally or in writing. Attaching a picture of the job described enables the teacher to use it in a bulletin board display and helps students recognize immediately the job being discussed.

A resource person may be brought in to be interviewed by the class regarding a particular career choice. Students may prepare the questions ahead of time, and the interview may be placed on audio- or videotape so that classes may review what was said for content and language use.

Teachers may prepare job descriptions in the target language and have the students try to guess the profession described. Students may be encouraged to ask questions to clarify the information provided or to obtain additional data.

Role-play programs in which students portray career situations are motivational as well as useful in presenting grammar and vocabulary. One advantage of using materials created to simulate careers is that they do not go out of style as do conventional textbooks, and emphasis is on oral proficiency.

A growing number of schools use career concepts within their language programs. In Dade County, Florida, a federal grant enabled language teachers to prepare "ISSE" (Individualizing Spanish for Speakers of English) which offers students language materials covering many vocational choices found in the greater Florida area. The materials are written to serve students in grade 9 through adults. In Jamaica, New York, a school located near Kennedy International Airport gears courses towards aviation and the air transport industry.

In Connecticut, Fairfield Schools, Stratford Schools, and Manchester Community College offer a variety of career courses within the foreign language programs.

The addition of a career component in the foreign language classroom is an attempt to provide capable workers in specific career areas where knowledge of a second language will enable them to deal more effectively with our multi-ethnic society or to participate in the world of international business. It may be that these are the students who in the future will fill the 90,000 language-designated jobs available in industry, business, and government.

Designing an Evaluation Plan 5

An effective evaluation system has two main thrusts. It will provide information on the effectiveness of the curriculum in meeting the program's goals and objectives. It will then use this information as a means of improving instruction. It must, therefore, consider in its design and implementation the philosophy and goals underlying the curriculum. Also, data collected will be used in making decisions concerning adjustments in the curriculum or in the evaluative process whenever either need is indicated.

Foreign language evaluation will:

- establish minimal competency requirements, based upon goals and objectives, to (1) determine movement from level to level, step to step, or phase to phase, and to (2) assure sequential development of skills;
- maintain continuous progress-reporting on individual students to determine level, step, or phase;
- provide an uninterrupted sequence and insure continuous progress for each student in a given language regardless of the point at which language study is begun;
- assess individual progress during instruction and at regularly established intervals;
- apprise school board administrators and the community of the results of such assessments;
- monitor the overall effectiveness of the curriculum and instruction;
- adjust, update, or revise the curriculum and instruction in order to meet any needs revealed by the assessments, and
- allocate resources to the areas of greatest need.

Testing in foreign language

The vital role that testing plays in a foreign language program requires a close tie between teaching and testing. As the educational objectives and instructional methodology change in the language teaching profession, the method of testing must change as well. Language tests must report information about achievement

in functional proficiency in the language, not only about understanding of the structure or individual aspects of the grammar and vocabulary. The term *communicative competence* is used to describe this functional skill, and testing which requires the application of knowledge and skills to perform a task is referred to as *performance testing*.

Performance testing appears to be a better choice for assessing communication skills than knowledge testing (dealing with facts), although both tests have their respective places in a language teaching program. Unfortunately, there are no recent standardized tests available to test either knowledge or proficiency (performance) in all four skills in the modern languages or reading and writing skills in classical languages. Although nationally normed, standardized tests form only *part* of the evaluation plan for a foreign language program, they are an important part. A Language Proficiency Program is currently receiving some attention from the American Council on the Teaching of Foreign Languages. The purpose is to generate performance-based tests in modern foreign language skills. Perhaps a similar action will be taken on the national level to develop tests for classical languages. For these languages, criterion-referenced testing may be the most viable tool.

Before considering any form of testing and its use, however, the goals and objectives of a program must be clearly understood in order to make certain that the instrument being used is testing skills that have been taught.

Table 2 on pages 42–43 illustrates the way in which one school district designates strategies and techniques developed to meet specifically stated objectives and measures their success in meeting first the objective, then the subgoal and, finally, the overall program goal. The subgoals here are limited to the listening and speaking skill areas.

Testing listening skills

Since actual performance cannot be observed in this area, indirect indications of whether or not an utterance is understood are required. Many, well constructed, listening comprehension tests in multiple choice format are available, but they do not always test listening comprehension exclusively. Both the test item and response choices must be given orally if only aural comprehension is to be tested.

Dictation tests have recently reappeared. These measure a student's ability to understand, or at least to decode, a spoken message and to encode it again in order to write it down. A more practical measure of listening comprehension is to test the degree to which a student can get the essence of a message, referred to by Valette as "gisting."[24]

Testing speaking skills

Since this skill can be demonstrated only as a performance test with subjective scoring, it is very costly in terms of time and personnel. In view of current goals and objectives, however, it remains a vital area. Well-known among speaking tests are

- FSI (Foreign Service Institute) Oral Interview
- Ilyin Oral Interview
- Group Oral Test—Folland and Robertson

As a useful source of ideas the *AATF Handbook on Oral/Aural Communication Testing* (Linder et al, p. 56) is recommended.

Testing reading skills

Reading tests are well established in language programs in the United States. To really be a test of reading, a test must involve much more than manipulation of vocabulary and structure. The most important aspect is overall comprehension. Objective foreign language reading tests are a valid measure of reading comprehension. Another possible format attracting attention, and one which should be considered, is the Cloze procedure. In the Cloze test an authentic passage in the foreign language is selected and then each fifth, sixth, or seventh word is systematically deleted. Students write in the missing words and receive a point for each word which is either the same as, or an acceptable substitute for, the original word of the text.[25]

Testing writing skills

The testing of writing remains an almost forgotten area. In modern languages, writing is often considered the least important skill. In classical languages, there may be writing exercises, but seldom is there an aim of developing a high degree of writing skill. When writing is given a high priority, the most common form of writing test is still the essay or composition; it remains the most valid method of measuring a student's ability to write in the target language.

Translation from native to target language is also widely used as a test of writing ability, but its validity for that purpose is questionable. Translation is the skill of matching the vocabulary and structure of one language to those of another. It would be altogether possible for one to be able to write meaningful messages in a foreign language without being able to translate well from English into that language.

Testing cultural concepts

Communicative competence must include the social and cultural meanings in language, since missing a cultural clue may mean missing the message. Testing cultural and social aspects of communication presents problems for language teachers. Many have learned how to describe the language but are not at all certain or aware of their own nonlinguistic communicative behavior. As a result, most language tests are devoid of any cultural framework.

Cultural and social tasks must be incorporated into teaching situations. The varied cultural implications in such areas as masking feelings by polite statements or responses, greetings, introductions, excuses, compliments, and complaints must be recognized and understood. Language learners must learn how to interpret and understand nonlinguistic signals expressed in a manner which may

Table 2
Foreign Language Program Evaluation

PROGRAM GOAL: To develop a student who is skilled in the target language

Subgoal: A student who is able to hear all the meaningful sound contrasts of the target language

Program Objectives	Success Indicator Strategy or Technique	Target Group	Criterion Variable
Student will • listen actively. • discriminate the sound patterns. • reproduce the sounds that are heard. • distinguish sounds as spoken by a native speaker. • distinguish nuances of meaning with different stresses and intonation.	Objective tests—norm- and criterion-referenced, M.L.A., test material commercially and individually prepared. Diagnostic tests—in listening area. Interaction with teacher and/or native speaker.	Total group	Proportion of students able to achieve success on the instrument—success would be individually defined.

Subgoal: A student who is able to understand the native speaker of the target language

Student will • respond in an appropriate manner to simple questions, commands or narrative speech. • comprehend dialogues and simple narrations of limited vocabulary and well learned grammatical structures. • comprehend material composed of familiar structures and a given percentage of new material. • understand disconnected and sustained discourse. • understand recordings of native voices, recognizing standard speech and narrations. • understand a native speaker of the target language speaking at a normal pace.	Objective tests—norm- and criterion-referenced, M.L.A., test material commercially and individually prepared. Diagnostic tests—in listening area. Interaction with teacher and/or native speaker with emphasis still on *listening* area.	Total group	Proportions of students able to achieve success on the instrument—success would be individually defined. Proportion of students achieving the objective—this proportion to be established as objectives become more specific.

Program Objectives	Success Indicator Strategy or Technique	Target Group	Criterion Variable
Subgoal: A student who is able to produce all the significant sounds and intonation patterns of the target language in a manner understood by a native speaker			
Student will • imitate the significant sound. • imitate the proper intonation in the use of these phrases. • reproduce short sentences with correct stress and intonation. • use correctly all basic sentence patterns including idiomatic expressions.	As above, but emphasis now on *speaking*. Interaction with teacher, native speaker, or peer.	Total group	As above
Subgoal: A student who is able to speak the target languages with a reasonable degree of fluency			
Student will • answer simple questions using a structured vocabulary. • interpolate the structured material. • progress to limited free expression. • acquire an active speaking vocabulary appropriate to age, maturity level and capacity. • participate in spontaneous conversations using previously studied material. • participate in spontaneous conversation.	Objective tests—norm- and criterion- referenced, M.L.A., test material commercially and individually prepared. Diagnostic tests—in speaking area. Interaction with a teacher, native speaker, or peer. Emphasis still on *speaking*.	Total group	Proportion of students able to achieve success on the instrument— success would be individually defined. Proportion of students achieving the objective—this proportion to be established as objectives become more specific

be "different" yet sincere. Testing in this relatively uncharted area remains a challenge, since in the classroom the motivation for communicating feelings remains artificial.

Testing attitudinal outcomes

Most of the available information on the subject of attitude measurement is to be found in the literature of social psychology. The quality of attitude research in foreign language education is likely to improve only as more foreign language researchers become acquainted with appropriate segments of the literature of social psychology.

The term *attitude* needs a common definition if progress in attitude research in foreign language is to be made. There seems to be general agreement that " . . . it refers to some aspect(s) of an individual's response to a given social object or class of social objects (e.g., 'the United Nations,' 'the Church,' 'War,' 'foreigners,' or 'studying a foreign language')."[26]

Three standard approaches to attitude measurement are the Bogardus Social Distance Scale, the semantic differential, and the Likert Scale.

Each is characterized by a particular format and a certain set of assumptions which must be considered when seeking the most appropriate instrument for a given study. In addition, once an instrument has been selected, it must be administered and evaluated repeatedly if its findings are to be considered valid.

Current interest in the possible relationships between attitudes and foreign language achievement and in alleged nonlinguistic outcomes of foreign language study seems to indicate that more research will be conducted in the field of foreign language by both professional researchers and classroom teachers.

It is recommended that a central clearinghouse such as the ERIC system be used for the accumulation and storage of such research data in order that knowledge generated by individual research efforts be of maximum value to the profession.

Considering Special Populations 6

The preceding chapters of this guide offer information and guidance to the development of foreign language curricula applicable, for the most part, to the overall student population. This chapter will discuss five categories of special students. Their needs and the particular ways in which they learn best are important factors to consider in planning a suitable foreign language program. The five groups, in alphabetical order, are *adults, disadvantaged, gifted and talented, limited English-proficient,* and *preschool.*

Adults

Adult education usually refers to programs, with or without academic credit, which meet specific needs and interests of the adults in a given community. Evening classes offered as part of adult education programs and sponsored by a local board of education are the most common. Foreign languages figure prominently in these offerings. Adults may enroll for purposes of enrichment and personal growth or to receive academic credit towards a high school diploma. Public school teachers who accept a position teaching adults in the evening school quickly become aware of certain differences between adults and the students they are accustomed to in K–12.

- The objectives of adults are often much narrower than those of public school students.
- Contact hours (one or two meetings per week) will be more limited.
- Study time and access to special aids, such as a language laboratory, will be limited for the adult who works full-time.
- Students in adult education classes tend to be considerably older than those in the public high schools and therefore may have difficulty in developing native-like speaking skill in another language.
- Adults may be highly motivated when there is a clear relationship between the learning activities assigned and the special purposes for which they have enrolled.

Since the objectives, interests, learning rates and time commitment of foreign language learners in adult evening classes differ greatly from the public school students to whom the teacher is accustomed, special preparation is required. The course must be organized to achieve realistic goals. The content must be focused specifically on the objectives of the adults in the class. The students must understand that, to develop real skill in listening, speaking, reading or writing, many additional hours of practice will be needed. The teacher should give particular attention to the notional/functional method described in Chapter 4.

The adult evening course in foreign language provides an additional opportunity for the foreign language teacher to make a visible contribution to education in the community. The teacher who accepts the challenge and gives instruction suited to the situation and to the learners will be adding support for the K–12 language program and to the profession in general as well as meeting a community need.

Disadvantaged children

Disadvantaged children are those who have not been able to profit fully from the regular school program and require additional or remedial instruction to overcome certain educational deficits.

The customary materials may be inappropriate, the usual instructional method may be unsuitable, or academic learning may seem to the child to be irrelevant to his/her world or aspirations. Further, there may be little reinforcement in the home for the value of academic skill and knowledge. It is to serve these children and youth that compensatory education programs have been established. The major focus of such programs has been the development of better skill in English language arts and in mathematics. The study of a foreign language has rarely been a part of the program of children identified as "disadvantaged."

Although the rationale is understandable—a disadvantaged student's academic life is difficult enough without adding the burden of studying a foreign language—a closer examination of such thinking raises some questions. One of the reasons for the failures of disadvantaged children has been their lack of exposure to the same English language experiences as other children. However, the "disadvantaged" might find themselves suddenly on an equal footing with other students, in terms of experiences, in a foreign language with which none of the students is familiar. Indeed, many disadvantaged learners have had more contact with foreign languages than their suburban colleagues. The varied ethnic composition of our cities often includes many speakers of languages other than English, and those languages are frequently heard in the streets.

If the student is aware of being in a more equitable competitive position and experiences success, the study of a foreign language may bolster the disadvantaged child to be more successful in other subjects. This has been documented in studies made of programs in Washington, DC in which Latin was offered to inner-city children at the elementary school level.[27] Not only did the

students prove themselves capable of learning Latin, but their achievement increased in other areas of the curriculum.

Although learning styles and interests vary, one may generally expect students labeled "disadvantaged" to be more successful in a program which emphasizes developing aural comprehension and speaking skills in a foreign language. (In fact, this is true of many more students than our foreign language programs generally reflect. This is a particular characteristic of any child of elementary school age.) The teacher should be prepared to present content and to use procedures which take that interest into account.

Too often foreign language study is considered appropriate only for the better students. This is a generalization which is illogical in our modern society (see Chapter 3). The skills and insight which may result from studying a foreign language are valuable for everyone.

Gifted and talented

Traditionally, foreign language programs have been organized, taught and scheduled so that large numbers dropped out after each successive year of study. Thus, 100 students might begin the study of a certain language but only ten would remain in the class at the sixth year of study. To the extent that this transpires in any school district, administrators, teachers, parents and *students* may feel that advanced classes are for gifted language students. This perception is reinforced in some districts by the fact that the only class offered at the 11th and/or 12th grade level may be an advanced placement course. Advanced placement courses are indeed aimed at about four percent of the students, a gifted minority with a sharp interest in advanced placement in college or in literary studies.

If one of the long-range goals of a foreign language program is to have students develop communicative skills in a language, the upper level courses must be accepted as simply the end of the sequence of study which will permit this goal to be attained. All students who wish to approach mastery of some of the skills in another language should take these courses, not just gifted language students. At least 25 to 50 percent of the students who complete their second year studying a language should continue their studies through grade 12, no matter at what grade they began. For students who begin in the primary grades, the 11th and 12th grade activities may be reduced to less than one period each day if a full program is not practical at that level.

Identification of gifted language learners happens most often through an early experience in foreign language learning. No factors have been discovered through research which will permit adequate prediction of unusual ability to hear and speak a foreign language. Of course, there is some correlation with high academic skill since that is a general indicator that a student has adapted well to "learning things in school." The best predictor, however, is to have students try, as young as possible, to learn a second language.

The student with extraordinary foreign language learning ability will not only learn more than the average but will also learn it faster. There is a good chance this student will develop actual mastery of basic communication in a second language, and even in additional languages, during the sequence of study that is offered in grades K–12. Every teacher has an obligation to use different strategies, just as is required for disadvantaged students, so the gifted language learner may progress as far as possible. The intellectually gifted pupil with high motivation in foreign language study should be given the opportunity to work on skills and knowledge "identifiably different" from that provided in the regular program. The teacher must recognize that there may be students who are gifted in different aspects of language learning. While some may master reading and writing quickly, others may find listening comprehension and speaking easier. It is the latter who may often be overlooked in the academic setting. Students who are gifted in either or both of these areas may use their skill for exploration and research in many cultural and linguistic areas. Literary pursuits may appeal to some of these students, but opportunities must be offered to them to investigate the many aspects of the culture and civilization of countries where the language they are studying is spoken.

Special curricular opportunities may also be offered the gifted student. Examples of these are: advanced placement courses; permitting the study of several languages; independent study involving special projects; participation in classes for native speakers of the foreign language; placement in actual work settings where the language can be used (e.g., an interpreter); and study of less commonly taught languages such as Chinese, Japanese, Arabic, Urdu or Swahili. The latter may be done by independent study with material supplied by the school or by arrangement with an institution of higher education.

We have often ignored the student with extraordinary language learning ability, assuming that we have met that learner's needs by offering advanced language courses. School districts should re-examine their programs to ascertain whether they are truly serving the needs of the gifted language learner.

Limited English-proficient

Foreign language teachers should have a special concern for students who are limited in their English because they come from a home where a language other than English is the chief means of communication. These students have often been treated as though they were less able because they have only a limited command of spoken English. Many students have suffered academically when they were denied access to content instruction in curricular areas such as mathematics, science and social studies until they had a sufficient command of English. It is that situation which gave rise to bilingual programs in which students study the content areas in a language they understand while they are learning English.

The Connecticut General Statutes (10-17) require that all public school students be assessed as to their dominant language. Those who have a home language other than English are also assessed in their English proficiency. Where there are large concentrations of students from a language background other than English who are limited in English, the law also requires that they be offered a program of bilingual instruction.

Where there are bilingual programs, the foreign language department may have staff members who are competent in the native language of the students and who may be valuable resources for the bilingual program. There may also be language teachers who have interest, experience or training in teaching English to speakers of other languages (ESOL). They may serve students as teachers in that special field.

Perhaps the most direct contribution of the foreign language curriculum to students of limited English proficiency is in the establishment of a special sequence of courses for native speakers. There are large numbers of native speakers of Spanish, Portuguese and Italian in the schools of Connecticut. Those languages are also taught in many of the communities where these students attend school. A student who is limited in English but proficient in Spanish, for example, should certainly have the opportunity to expand, enhance and augment his skill in his native language. To accomplish this most effectively, there must be separate classes in Spanish for native speakers. Just as it would be outlandish to assume that the native speaker of English comes to school with no knowledge of English, so it would be ridiculous to place a student whose first language is Spanish in a class with students who are learning it as a second language.

In the development of foreign language curricula and the implementation of language instruction, both the English language and native language needs of students should be considered.

Preschool programs

Unless the schools of the United States wish to foster the bias that the English language offers the only valid means of communication, exploration of other languages should begin at a very early age. Contrary to prior beliefs, beginning to learn a second language as early as age three does *not* interfere with native language development. Although there may be some crossing over from one language to the other in vocabulary, the child soon develops a better language sense as the two languages are mastered.

Foreign language development activities with young children may be similar to those used for English, except that a shorter amount of time will be devoted to them each day. Language learning progress will be rapid for most three- and four-year-olds.

However, in order to assist them to differentiate clearly between English and another language, a certain area of the room could be reserved for students to communicate in the non-English language. Other alternatives are to reserve a certain portion of the day for the foreign language or to bring in a different teacher who will be identified with the foreign language by the children.

There are more school districts each year planning publicly supported preschool programs. Whether the program is part of the public schools or a private venture, the issue of foreign language instruction underscores the need for discussion, cooperation, and articulation between programs for three- and four-year-olds and the regular public school program beginning in kindergarten. If foreign language development is begun in an early learning program, its bene-

fits will be lost unless it is picked up in the elementary school programs. Just as younger children pick up language more easily, so can one language quickly replace another. Foreign language skill learned at age three or four will be lost completely unless the child has continued exposure to it.

If foreign language skill is valued by our society, then foreign language study should start at a young age.

7 The Challenge of Change

Languages change relatively slowly. Modern languages are not totally revised in a matter of months because of some scientific breakthrough, as has happened in technological fields. Classical languages do not change at all. Yet, the role of foreign languages in our society has changed considerably in only a few years. Therefore, foreign language education should be different. Characteristics of the students, goals, methods, materials and equipment available also change, and so must the planned curriculum.

A Guide to Curriculum Development in Foreign Languages has presented some of the factors the curriculum planner must consider in developing a foreign language program which is exemplary for the first half of this decade. The goals of promoting intercultural understanding and providing the opportunity for development of language skills to the point where they can be applied for practical purposes are sure to endure throughout the 1980s. It is also likely that the foreign language program will be expected to accommodate a student population which is more varied in interests and aptitude. The challenge to those who plan the curriculum, as well as to those who implement it, is to maintain what is valid from the past while modifying aims, methods and materials in order to better serve the needs of students and society today. The purpose of this guide is to assist you in accomplishing that task.

Appendix A
Statewide Goals For Education

From Connecticut's *Comprehensive Plan for Elementary and Secondary Education*

GOAL ONE

Motivation to Learn

To realize their potential to learn, students must be highly motivated.

Therefore:

Connecticut public school students will develop strong motivation by responding to the high expectations of their parents, teachers and school administrators; by understanding and striving to fulfill personal aspirations; and by developing the positive feelings of self worth which contribute to responsible behavior and personal growth, health and safety.

GOAL TWO

Mastery of the Basic Skills

Proficiency in the basic skills is essential for acquiring knowledge and for success in our society.

Therefore:

Connecticut public school students will, to their full potential, learn to communicate effectively in speech and writing; read with understanding; acquire knowledge of and ability in mathematics; and strengthen decision-making skills.

GOAL THREE

Acquisition of Knowledge

Acquiring knowledge leads to fuller realization of individual potential and contributes to responsible citizenship.

Therefore:

Connecticut public school students will acquire the knowledge of science, mathematics, social studies, the arts, literature and languages which leads to an understanding and appreciation of the values and the intellectual and artistic achievements of their culture and other cultures; and will take full advantage of opportunities to explore, develop and express their own uniqueness and creativity.

GOAL FOUR

Competence in Life Skills

Students are challenged to function successfully in multiple roles: as citizens, family members, parents, producers and consumers.

Therefore:

Connecticut public school students who complete secondary level studies will have the ability to make informed career choices; understand the responsibilities of family membership and parenthood; be prepared to undertake the responsibilities of citizenship in their communities, in the state, in the nation and in the world; and have the skills, knowledge and competence required for success in meaningful employment, or be qualified to enter postsecondary education.

GOAL FIVE

Understanding Society's Values

To be responsible citizens and contribute to positive change, students must understand and respect the underlying values of this society.

Therefore:

Connecticut public school students will appreciate diversity and understand the inherent strengths in a pluralistic society; they will understand and respond to the vital need for order under law; they will acquire the knowledge necessary to live in harmony with the environment, and actively practice conservation of natural resources, and they will respect the humanity they share with other people.

Appendix B
Legislation

The series of guides to curriculum development published in 1981 by the State of Connecticut Board of Education are consistent with the provisions of Sections 10-4 and 10-16b (or P.A. 79-128) of the Connecticut General Statutes.

Section 10-4. Duties of Board. (a) . . . shall prepare such courses of study and publish such curriculum guides . . . as it determines are necessary to assist school districts to carry out the duties prescribed by law . . . .

Section 10-16b. Prescribed courses of study. (a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science; social studies, including, but not limited to, citizenship, economics, geography, government and history; and in addition, on at least the secondary level, one or more foreign languages and vocational education.

(b) Each local and regional board of education shall on September 1, 1982, and annually thereafter at such time and in such manner as the commissioner of education shall request, attest to the state board of education that such local or regional board of education offers at least the program of instruction required pursuant to this section, and that such program of instruction is planned, ongoing and systematic.

(c) The state board of education shall make available curriculum materials and such other materials as may assist local and regional boards of education in developing instructional programs pursuant to this section.

Appendix C
Sample Culture Questionnaire

The following carefully compiled questions for cultural awareness may be studied using techniques such as oral interviews and minidramas. Information may be gathered by students, teachers, native speakers in the community, or it may be found in published materials.

A. Social Customs

1. Are the people overtly friendly, reserved and formal, or hostile to strangers?
2. What are formal and informal greeting forms? Which may be used appropriately by a guest? by a child?
3. What are appropriate manners for entering a house? Do you remove your shoes or any other items of clothing before entering? Do you wait to be welcomed in by the owner or await the owner inside the door? Do you send a calling card in advance? Do you ring a bell, clap hands, or bang with your fist on the door?
4. What are appropriate manners when shopping? in a bazaar? in an haute couture salon? Do you line up, or call for a salesperson or wait until a clerk approaches you? Do you bargain? Are you expected to carry your purchases? Do you provide your own containers for food purchases?
5. What are appropriate manners at the theater? Do you clap hands or shout "bravo" or hiss or whistle to show approval? Do you seat yourself or await an usher? Do you tip the usher? How do you get a program?
6. What are appropriate manners in a beauty shop? Do you make an appointment in advance or walk in? Do you bring your own beauty supplies? To whom do you give tips?
7. What are appropriate manners when entering a room? Do you bow, nod, or shake hands with others there? Do you shake hands with everyone, only males, no one, or only the first person to greet you?
8. What is the appropriate moment in a new relationship to give one's name, ask the other's name, inquire about occupation or family? How are names used for introductions? When compound names are customary, which elements do you use? How do you present SRA. María Josefina Molina de Diez de Medina or Señorita Consuelo Vazquez Gutierrez del Arroyo?
9. Is it proper for a wife to show affection for her husband in public by a term of endearment, by holding his hand, or greeting him with a kiss?

10. What is the expected gesture of appreciation for an invitation to a home? Do you bring a gift? What kind? Do you send flowers in advance? After? Do you send a thank-you note?
11. When gifts are exchanged, is it impolite to open the gift in the presence of the donor? Are gifts presented or received in a special manner? Is it proper to express appreciation for a gift? Are any gift items taboo?
12. Are there any customs affecting the way one sits or where one sits? Is it impolite to sit with feet pointed toward another person? Is the right of the host a position of special honor?
13. What are the ways of showing respect: hat off or on, sitting or standing, bowing, lowering head, etc.?
14. Are there special observances a guest should be familiar with before attending a wedding, funeral, baptism, birthday, or official ceremony?
15. Is it offensive to put your hand on the arm of someone with whom you are talking?
16. Do you offer your arm when escorting someone across the street?
17. What are reactions to laughing, crying, fainting or blushing in a group situation?
18. Are any particular facial expressions or gestures considered rude?
19. Do people tend to stand close when talking? What is the concept of proper personal space?
20. What constitutes "personal" questions?
21. What is the attitude toward punctuality for social and business appointments?
22. How do you politely attract the attention of a waiter in a restaurant?
23. How can invitations be refused without causing offense? Is a previous engagement an acceptable excuse? What happens if the excuse of illness is used?

B. Family Life

1. What is the basic unit of social organization—the individual, the basic family, the extended family, the tribe, the village, the region, the linguistic group, the national state?
2. What family members of which generations live together? If you are invited to a home, whom in the family would you expect to meet?
3. Are the elderly treated with special respect? Are they greeted differently from other adults? Does a young person look forward to or dread old age?
4. Is homemaking considered the preferred role for women? How do women figure in the labor force, the professions, officialdom?
5. What are the duties in the family of women, of men? Who controls the family money? Who makes the decisions about the upbringing of children?
6. How do the inheritance laws work? Can female offspring inherit land? Does the last born have a different legacy from the firstborn? What arrangements are usual for widows?
7. What do girls aspire to become? What careers are preferred for boys? Do toys and games ascribe special roles to either sex?
8. How are children taught--by rote, by precept, by conceptual learning? Who are their teachers in and out of school? What techniques are used at home and at school? What techniques are used at home and at school to reinforce desirable behavior and to correct disapproved behavior?
9. What are the important events in family life and how are they celebrated?
10. When does a child become an adult and is there a ceremony to mark passage from one stage to the next—debutante ball, circumcision rites, bar mitzvah?

11. Are marriages planned or by individual choice? What do people look for or want from marriage? Who pays for the wedding ceremony? Is a dowry necessary?
12. At what age do most marry? What encounters between the sexes are approved prior to marriage? Is chastity a virtue? Is polygamy or concubinage approved? Is homosexuality accepted?
13. Is divorce permitted?
14. What are the symbols used in the marriage ceremony and what do they signify?

C. Housing, Clothing and Food

1. What functions are served by the average dwelling? Is there a separate structure for bathing, cooking, toileting, shelter of animals or storage of foodstuffs?
2. Are there differences in the kind of housing used by different social groups? Differences in location, type of building or furnishings?
3. Which textiles, colors or decorations are identified with specific social or occupational groups and not considered appropriate for others—special colors for royalty, for mourning?
4. What occasions require special dress? Weddings, funerals, holidays, religious events?
5. Are there some types of clothing considered taboo for one or the other sex?
6. What parts of the body must always be covered by clothing?
7. How many meals a day are customary?
8. With what implements is food eaten? Is there a common bowl or individual servings? Is there an age or sex separation at meal times? Is there a special role for hosts and guests in regard to who eats where, what and when? Are there any customary expectations about the amount of food guests must be offered or must eat? Any special rituals for drinking?
9. Are there any foods unique to the country not eaten elsewhere?
10. Which foods are of importance for ceremonies and festivals?
11. Which are the prestige foods—champagne and caviar equivalents?
12. What types of eating place, what sorts of food and drink are indicative of appropriate hospitality for (a) relatives (b) close friends (c) official acquaintances and (d) strangers?
13. Is "setting a good table" important for social recognition?
14. When dining, where is the seat of honor?

D. Class Structure

1. Into what classes is society organized—royalty, aristocracy, large landowners, industrialists, military, artists, professionals, merchants, artisans, industrial workers, small farm owners, farm laborers, etc.?
2. Are there racial, religious or economic factors which determine social status? Are there any minority groups and what is their social standing? Is wealth a prerequisite for public office?
3. Does birth predetermine status?
4. Is class structure in rural areas different from that of urban areas.?
5. Is there a group of individuals or families who occupy a predominant social position? Can they easily be identified? Is their status attributable to heredity, money, and/or political influence?
6. Are there any particular roles or activities appropriate (or inappropriate) to the

status in which Americans are classified? Does high status imply facility for generous contributions to charitable causes? Does a man lose face by helping his wife with dishes or changing diapers?

E. Political Patterns

1. Are there immediate outside threats to the political survival of the country? What protections does the country have against any such threats? What defensive alliances? What technological advantages in weaponry? Do any traditional enmities influence policy options?
2. How is political power manifested—through traditional institutions of government, through control of military power, through economic strength?
3. What channels are open for the expression of popular opinion?
4. What media of information are important? Who controls them? Whom do they reach? What are the sources of information available to the average citizen?
5. What are the political structures for the cities? Mayors, councils? For the countryside? Village chiefs, town councils?
6. How is international representation handled? What is the process for formulating foreign policy? Who receives visiting heads of state? Who negotiates treaties?
7. If a profile of the power structure should be drawn, which individuals or groups, visible or "behind the scenes," would figure as key elements?
8. In social situations, who talks politics? Is it a subject in which a guest may show interest?
9. What channels, if any, are available to opposition groups to express dissent?

F. Religion and Folk Beliefs

1. To which religious groups do people belong? Is one predominant?
2. How can the fundamental religious belief be described? About the origin of man, life after death, the source of evil, the nature of the deity(ies)?
3. Are there any religious beliefs which influence daily activities, such as noon prayers or begging bowls?
4. Is religion institutionalized? What is the hierarchy of religious functionaries and in what ways do they interact with the people?
5. Which places have sacred value? Which objects? Which events and festivals? Which writings?
6. Is there tolerance for minority religions? Is proselytizing permitted? Educational activities of minority religion?
7. What is said or done to exorcise evil spirits: knocking on wood? making the sign of the cross?
8. What is done with a new child or enterprise or building to insure good fortune?
9. What objects or actions portend good luck, which bad luck?
10. What myths are taught children as part of their cultural heritage—sandman, Jack Frost, Père Noël, fairy godmother, etc.?

G. Economic Institutions

1. How do the geographic location and climate affect the ways food, clothing, and shelter are provided? Has extensive irrigation or hydroelectric development

been necessary? Has terrain facilitated or obstructed development of air transport?
2. How adequate are the available natural resources? Which must be imported? Which are in sufficient supply to be exported?
3. What foodstuffs, if any, must the country import?
4. What are the principal products? Major exports? Imports? What is the GNP?
5. In the marketplaces, what items basic to a minimum standard of living do you find missing? Are luxury items available?
6. What kinds of technological training are offered?
7. Are industrial workers organized in unions, confederations, political parties, or none of these? What about rural workers?
8. Are cooperatives important in the economy?
9. Are businesses generally of the family type, large corporations, or government-operated? Is the multinational corporation significant?
10. What percent of the population is engaged in agriculture, in industry, in service trades?
11. What protections have been developed against natural disasters—floating construction to minimize earthquake damage, advanced warning systems for typhoons, extensive crop insurance backed by the government, private disaster relief?

H. Arts

1. Which media for artistic expression are most esteemed?
2. Are there professional artists? Art schools?
3. Which materials are most used? Stone, ivory, bone, shell, wood, clay, metal, reed, textile, glass?
4. What art objects would you find in a typical home, in a museum?
5. What kinds of music and musical instruments are unique to the country?
6. What forms of drama and dance are popular?
7. Are there special songs for special occasions?

I. Value Systems

1. Is life to be enjoyed or viewed as a source of suffering?
2. Is competitiveness or cooperativeness most prized?
3. Is thrift or enjoyment of the moment more exalted?
4. Is work viewed as an end in itself or as a necessary evil to be kept to a minimum?
5. Is face considered more important than fact?
6. Is politeness regarded as more important than factual honesty?
7. Is it believed that destiny is controlled by man's actions or is subject to impersonal forces?
8. What killing, if any, is sanctioned—capital punishment, war, killing of adulterers, infanticide during famine?
9. How is "friend" defined? What are the responsibilities of friendship?
10. What are the injunctions taught children?
11. Who are the traditional heroes or heroines? From what field of endeavor? Who are the popular idols of the day? What values do they symbolize?
12. How would the virtues and vices be defined?
13. How would work, as compared to play, be defined?

Appendix D
Resources for Foreign Language Education

Agencies

Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, DC 20007.

Connecticut State Department of Education, Foreign Language Consultant, P.O. Box 2219, Hartford, CT 06115.

Project LEARN, P.O. Box 220, East Lyme, CT 06333.

Associations and Journals

American Association of Teachers of French, 57 East Armory, Champaign, IL 61820. *The French Review.*
*Connecticut Chapter AATF.

American Association of Teachers of German, 523 Building, Suite 201, Rt. 38, Cherry Hill, NJ 08034. *German Quarterly.*
*Connecticut Chapter AATG.

American Association of Teachers of Italian, Department of Italian, Indiana University, Bloomington, IN 47401. *Italica.*
*Connecticut Italian Teachers Association.

American Association of Teachers of Slavic and Eastern European Languages, Dept. of Russian, University of Arizona, Tuscon, AZ 85721. *Slavic and East European Journal.*
*Connecticut Chapter AATSEEL.

American Association of Teachers of Spanish and Portuguese, Department of Modern Languages and Literatures, Holy Cross College, Worchester, MA 01610. *Hispania.*
*Connecticut AATSP.

American Classical League, Hall Auditorium, Miami University, Oxford, OH 45056. *The Classical Outlook.*

American Council on the Teaching of Foreign Languages, 385 Warburton Avenue, Hastings-on-Hudson, NY 10706. *Foreign Language Annals.*

Association of Departments of Foreign Languages, 62 Fifth Avenue, New York, NY 10011. *ADFL Bulletin.*

Association of Teachers of Japanese, Dept. of Languages and Linguistics, Cornell University, Ithaca, NY 14853. *Journal of ATJ.*

Chinese Language Teachers Association, Institute for Eastern Studies, Seton Hall University, South Orange, NJ 07079. *Journal of the CLTA.*

*Classical Association of New England. *New England Classical Newsletter.* *Connecticut CANE.

*Connecticut Council of Language Teachers, Inc., P.O. Box 2219, Hartford, CT 06115. *F L News Exchange.*

*National Association for Bilingual Education. *NABE News*

*Connecticut Association for Bilingual Bicultural Education. *CABBE Newsletter.*

National Association of Learning Laboratory Directors, Language Laboratory, Ellis Hall, Ohio University, Athens, OH 45701. *NALLD Journal.*

Northeast Conference on the Teaching of Foreign Languages, Box 623, Middlebury, VT 06753.

Teachers of English to Speakers of Other Languages, James E. Alatis, Executive Director, School of Languages and Linguistics, Georgetown University, Washington, DC 20057. *TESOL Quarterly.*
*Connecticut TESOL. *CONN TESOL Newsletter.*

*No executive office is maintained. Contact Foreign Language Consultant, State Department of Education, P.O. Box 2219, Hartford, CT 06115 for current address.

Appendix E
Regional Educational Service Centers

Area Cooperative Education Services (ACES)
800 Dixwell Avenue
New Haven, CT 06511

Capitol Regional Education Council (CREC)
212 King Philip Drive
West Hartford, CT 06117

Cooperative Educational Services (CES)
11 Allen Road
Norwalk, CT 06852

EASTCONN
R. R. 2
Willimantic, CT 06226

Long-Range Educational Assistance for Regional Needs (LEARN)
P.O. Box 220
East Lyme, CT 06333

Regional Educational Services Concept through United Effort (RESCUE)
R.R. 2, Goshen Road
Litchfield, CT 06759

Footnotes

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2. U.S. Government Printing Office, *Strength Through Wisdom: A Critique of U.S. Capability* (Washington, DC: 1979.)
3. *U.S. Commissioner of Education's Task Force on Education for a Global Perspective, Report and Recommendations* (1979), p. 3.
4. Oregon Department of Education, "Why Study a Second Language," *Second Languages in Oregon Schools* (Salem: 1979), pp. 3–4.
5. Barbara Elling, "Special Curricula," *The New Imperative* (Skokie, IL: National Textbook Co., 1980), pp. 110–111.
6. Linda L. Harlow, Flint Smith and Alan Garfinkel, "Student Perceived Communication Needs: Infrastructure of the Functional/Notional Syllabus," *Foreign Language Annals*, 13, no. 1 (February 1980): 11–22.
7. Carol A. Herron, "Second Language Experience for Everyone," *The New Imperative* (Skokie, IL: National Textbook Co., 1980), pp. 53–60.
8. Renate A. Schulz, "Intensive Language Instruction: How and Where It Works," *ADFL Bulletin* 11, no. 2 (November 1979): 37–38.
9. Beverly Wattenmaker, "An Intensive Approach to High School Foreign Language Learning," *Foreign Language Annals*, 12, no. 1 (February 1979): 65–70.
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Definitions of Terms

COGNITIVE CODE LEARNING THEORY is based on a conception of language learning in which the student's *conscious* and *unconscious* faculties play an active role—constantly processing linguistic data and not simply forming a stimulus/response link. The primary goal is that material be meaningful to students, that they understand the function and meaning of grammar rules and vocabulary. Students work with problem-solving strategies and the analysis of their language errors.

COMMUNICATIVE COMPETENCE captures the notion of functional language skills and the ability to interact with members of other cultures in a broader context than merely linguistic skills.

CONTINUOUS PROGRESS allows students to advance as far as they can and as fast as they can (individual pacing) rather than using lockstep procedures.

CRITERION-REFERENCED TESTING refers to tests based upon the specified foreign language objectives of the school district and designed to compare student mastery of material to the desired level of performance.

DEEP CULTURE means the values and behavior patterns exhibited in the everyday life of a cultural group.

ESOL "English for Speakers of Other Languages" refers to instruction in English for students whose primary language is not English.

FORMAL or SURFACE CULTURE means the great intellectual and artistic achievements of a society.

IMMERSION refers to a program in which the curriculum activities are conducted in the second language, which becomes the *medium* of instruction rather than the object of instruction.

JUNCTURE is a linguistic term referring basically to how words are linked together (phrased) in normal speech and the way that intonation (syllable length, loudness and pitch) helps determine meaning.

KINESICS refers to nonverbal signals such as gestures and body language.

NOTIONAL/FUNCTIONAL methods involve beginning with the functions of language within a broad range of situations and seeking ways of teaching students to perform these functions. Linguistic items necessary to perform the functions are identified and materials are sequenced from relatively simple to more complex means of expression.

SITUATIONAL APPROACH is a method which attempts to situate the language lessons in real-life settings such as the post office, a restaurant or a movie theater.

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